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AUTHOR Church, Olive D.
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ABSTRACT

A study was conducted to determine the aspirations, needs, and perceptions, by occupations and sex, of office personnel, high school students, and teachers in the Rocky Mountain region. There were nine population groups within these three subsets: office employees and their managers, four student groups--those with cooperative office experience (COE), with simulated office experience (SOE), with both (COE/SOE), and with neither, identified as business and office education background (BOE); and three teacher groups--high school teachers, teacher educators, and future (preservice) teachers enrolled in Methods of Teaching Business Education classes. A two-section questionnaire was administered which included six factors (self-actualization/upward mobility, need for security, willingness to accept company work ethic policies, work ethic self-oriented, awareness of current office practices, and willingness to accept current office policies) and twenty-four characteristics categorized into subscales of leadership/upward mobility, follower/need for security, work ethic, and social ethic. One of the twenty-two conclusions reported was that there is a significant difference between office employees and students with background in BOE or SOE only, while students having COE-SOE differ least of the student groups from employees on each of the subscales. (Author/TA)

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ASPIRATIONS, NEEDS AND PERCEPTIONS BY OCCUPATION AND SEX OF OFFICE PERSONNEL, HIGH SCHOOL STUDENTS, AND TEACHERS

by

Olive D. Church, Ph.D.
Associate Professor and Program Coordinator
Business Education and Office Administration

Department of Vocational Teacher Education
The University of Wyoming
Laramie, Wyoming

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ABSTRACT

Vocational business educators have traditionally directed their attention to providing business and industry with employable workers, while simultaneously training students for employability. Yet successful matching up of workers with available jobs--so that graduates can not only obtain jobs, but hold them and advance--requires moving beyond helping students to acquire essential skills to helping them identify aspirations, needs and perceptions in relation to job opportunities.

Current work trends indicate that women as well as men are beginning to look toward lifetime career paths in occupations previously dominated by men. Yet females presently enrolled in school programs are frequently unaware of the national work patterns for women; including the fact that 70 percent of working women need to work for economic reasons, 46.8 percent of households include a working woman, with the average married woman spending 25 years in the job market, and the single woman 43 years; or that two out of four marriages fail, leaving the woman as the sole head of household and thus economically responsible (Janeway, 1977; and Woman's Bureau, 1973).

Educational personnel must thus be cognizant of the multiple aspects of occupational and life-career realities. Then, the training environment must be that which will transmit these

realities to students in a manner that will facilitate their gaining realistic perceptions of self in conjunction with the work environment.

Statement of the Problem

The problem of this study was to determine the influence of selected experiences on the perceptions and long-range career planning attitudes of vocational office education students enrolled in Colorado and Wyoming secondary school office education classes; and to make comparisons with perceptions, aspirations and needs of office personnel, and teachers of high school, teacher education institutions and future teachers.

Methodology

The nine population groups in three sub-sets included office employees and their managers from the personnel sector; four student groups--those with Cooperative Office Experience (COE), those with Simulated Office Experience (SOE), those with both (COE/SOE); and those with neither, identified as Business and Office Education (BOE) background, without experience in either of the capstone programs named above; and three teacher groups--high school teachers, teacher educators and future (or preservice) teachers enrolled in Methods of Teaching Business Education classes. The latter two groups were obtained from NABTE institutions in a six-state area: Colorado, Idaho, Montana, Nebraska, Utah and Wyoming.

Of the personnel sector, 75 employees and 28 managers responded (69.9% female, 29.1% male); 204 high school students (94% female and 6% male); and of the teacher group there were 13 high school teachers, 14 teacher educators and 54 future teachers (65.4% female, 34.6% male). A total of 388 people from six mountain-plains states participated in the study (77% female, 23% male).

The aspirations, needs and perceptions identified for the study and addressed on a two-section questionnaire included: Six factors--Self-Actualization/Upward Mobility, Need for Security, Willingness to Accept Company Work Ethic Policies, Work Ethic Self-Oriented, Awareness of Current Office Practices, and Willingness to Accept Current Office Policies; and 24 characteristics, that were categorized into four subscales of--Leadership/Upward Mobility, Follower/Need for Security, Work Ethic and Social Ethic. Three of the trait groups reinforced the data obtained on Factors No. 1, 2 and 4.

Conclusions

In summary, the following conclusions resulted from this study:

1. There is a significant difference between office employees and students with background in Business and Office Education (BOE) or Simulated Office Experience (SOE) only; while students who have had both Cooperative and Simulated Office Experience (COE/SOE) differ least of the student groups from employees on the six perception, aspiration and needs factors or on the 24 characteristics that were summarized into four subscales; Leadership/Upward Mobility, Follower/Need for Security, Work Ethic and Social Ethic.

2. Managers, all student groups and teachers (with the exception of teacher educators) perceive that the office offers more opportunities for Self-Actualization and Upward Mobility for workers than do the employees themselves.

3. Two teacher groups (high school teachers and future teachers) perceive that office employees have a greater Need for Security than that reported by the workers themselves. There was no significant difference between the mean scores of teacher educators, managers, or COE students on this factor, when compared with office employees.

4. Workers perceive that managers expect more from employees than managers actually do. . . . Both BOE and SOE students report differences in perceptions of what is expected of office workers.

5. Office employees, all four student groups, and the three teacher groups are more work-ethic oriented than social ethic.

6. The Leadership/Upward Mobility aspirations of BOE students and future teachers were significantly different from those of office employees. . . . . all students have a greater Need for Security, and place more emphasis on social ethic traints than employees.

7. Students who have had both cooperative and simulated office experience (COE/SOE) are more ambitious than those with BOE only.

8. Both high school teachers and future teachers, as well as two student groups (BOE and SOE), place more emphasis on having Speedy Office Skills than do employees, teacher educators, managers, or the two student groups of COE and COE/SOE.

9. Neither office employees nor managers and teacher educators place as much emphasis on social ethic characteristics as do high school teachers, future teachers, and the two student groups of BOE and SOE. . . . Based on comparisons conducted across occupational and sex lines, male teachers perceive that employees should be more Pleasant than do female teachers.

10. Girl students are more Self-Confident than boys, while boy students place more emphasis on being A Good Follower than girls.

11. Both COE/SOE students and future teachers are more Ambitious than employees, and COE/SOE students are more Ambitious than BOE students. . . . . Yet there were no other significant differences on the trait of Ambition between and among the groups on the data breakout between the sexes.

12. Maturity and/or occupational competence may account for the many significant differences evidenced between responses of the same sex but across occupational lines.

13. Of the 6 factors and 24 characteristics used in the comparisons, BOE students differed most from employees, followed by SOE students and then future teachers. . . . future teachers may lack knowledge about the perceptions, aspirations and needs of office employees in the work scene.

14. Teacher educators appeared to be the most enlightened in all areas,

aspirations and needs of office employees in the current work environment than any of the 8 groups, including the viewpoints of managers.

Classroom Action--Career Development

An additional component of this study was activated as a classroom research project. The problem of the experiment was to determine if students enrolled in the model office/mock corporation program at the University of Wyoming could develop long-range goal plans, based on self-awarenesses and perceptions gleaned from their simulated experience.

This approach was based equally on careers, self, production and human relations skills. Participating instructors perceived that the simulated plan could provide a multi-resource strategy for helping students clarify their feelings as they fulfilled the various occupational requirements within the corporate setting. It was also determined, however, that the executives (instructors) must take an active counseling role for these self-awarenesses to happen.

Procedures

Two questionnaires were used, one during the pre-simulation phase and the other during the exit interview; with the latter administered via informal one-to-one consultation: (1) Goal Survey, and (2) Sense-ational Long-Range Goal Plan. Comparisons were drawn between responses of trainees on the two instruments, with interim full-group and individual counseling sessions.

Conclusions

Overall student achievement and reactions to the training sessions and individual counseling interviews appeared successful. In answering the questions proposed during the planning stage, the following are summarized:

1. Student-trainees did develop long-range goal plans; and while it appeared that these were based on an increased level of self-awarenesses and perceptions as a result of their simulated experience, the evidence of significant differences was limited to subjective observation by the interviewers and thus not definitive,

2. The Sense-ational Long-Range Goal Plan instrument appeared to help trainees better identify how they felt when employed in both labor and management positions. Yet because this identification was limited to the exit interview, with no further opportunity for feedback, it was determined that the technique should be initiated at an earlier date in order to provide more concrete data,

3. The variety of activities, including those directed to Values Clarification and the topics addressed to small-group management sessions, plus the exit interview, verified that students had at least begun to clarify their feelings and sensations while relating work experiences to self,

4. Students did, in fact, learn how to at least practice the basic process of establishing life goals, and this did occur prior to their entering the world of work, and

5. Students did not appear adept at integrating knowledge or awareness of the benefits of their in-school experiences with those out-of-school activities in order to more actively plan for the future.

INTRODUCTION

Vocational business educators have traditionally directed their attention to providing business and industry with employable workers, while simultaneously training students for employability. Yet successful matching up of workers with available jobs--so that graduates can not only obtain jobs, but hold them and advance--requires moving beyond helping students to acquire essential skills to helping them identify aspirations, needs and perceptions in relation to job opportunities.

Without this realistic perception of personal needs as related to job requirements and differing environmental circumstances, the student may well be misplaced, and the training will have perhaps proved less than viable in meeting long-range career goals.

Various aspects of effective career counseling, whether conducted informally by vocational teachers or in more formal settings by guidance personnel, include an awareness of job opportunities within clusters and relating these to individual needs, interests, personalities and abilities.

First, educational personnel must be cognizant of the multiple aspects of occupational realities. Then, the training environment must be that which will transmit these realities to students in a manner that will facilitate their gaining realistic perceptions of self in conjunction with the work environment.

Facts about current work trends indicate that women as well as men are beginning to look toward lifetime career paths in occupations previously dominated by men. Once on the job, many women are becoming more assertive about seeking and working toward advancement opportunities. Further, they often come to the job with upward mobility tendencies and objectives--or soon thereafter develop these inclinations--just as many men have always done.

Yet females presently enrolled in school programs are frequently unaware of the national work trends for women; including the fact that 46.8 percent of households include a working woman (Janeway, 1977); with the average married woman spending 25 years in the job market, and the single woman 43 years (Woman's Bureau, 1973).

Moreover, the 1976 Education Act (U.S. Congress, P.L. 94-482) prescribes that attention be given to eliminate sex biases in training programs, including the active recruitment of young women into non-traditional sex role occupational training programs. Logic suggests that both counseling and educational opportunities will soon provide girls and women with increased job and career options from which to consider.

Girls may no longer be directed primarily and only into those typically female jobs that are predominated by office workers (followed by sales clerks, waitresses, elementary school teachers and nurses). Such considerations make imperative the need to provide both girls and boys who are interested in office jobs with training beyond those skills and knowledges formerly considered adequate. Such programs may be expanded to include the type

of related experiential training that can help students attain realistic perceptions about various work environments and long-range career opportunities therein.

For the Business and Office Education sector this knowledge, plus experience that is directed toward office training, must be meaningful in terms of career ladder opportunities available through entry-level and advanced positions.

Yet business educators need make no apologies for their field, or that they have typically trained women for office and secretarial jobs. Instead, they can be stimulated to offer informed assistance (knowledge plus experiential training) about those career paths that may be pursued other than office positions, but for which office training can provide those first or subsequent lateral and upward steps.

Since the primary objectives of vocational office education is to provide students with ". . . training which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and abilities" (U.S. Congress, P.L. 90-576), a reasonable evaluation of office education should seek to determine program effectiveness in terms of meeting this objective.

The simulation concept, or model-office instructional mode, emerged as a viable work experience program in office education; and objectives include providing a realistic work environment, current office practices, and management and supervisory experience. This mode has been implemented with wide-spread acceptance

throughout the United States as a prerequisite to, a substitute for, or a supplement to the cooperative work program. Approximately twenty-five Wyoming secondary schools and one community college have initiated the model office design, in addition to the teacher education program at the University (Church, 1976).

One out-of-state program observed by the investigator, however, does not place females in management positions, because, according to the teacher, "Girls will never be managers anyway" (Church, 1976). This experience raised the following questions: What work attitudes and office and sex-biased perceptions are teachers espousing in the classroom environment, either purposely or subconsciously? What are the current practices prevalent in today's office work environment? Plus, what aspirations, needs and perceptions do office personnel--both employees and managers--currently hold about the work place and the opportunities for upward mobility.

Statement of the Problem

The problem of this study was to determine the influence of selected experiences on the perceptions and long-range career planning attitudes of vocational office education students enrolled in Colorado and Wyoming secondary school office education classes; and to make comparisons with perceptions, aspirations and needs of: (1) office employees, (2) office supervisors or employers, (3) teacher educators, (4) secondary teachers, and (5) future teachers.

In solving the problem, the following elements were considered--to:

1. Identify selected experiences to which Colorado and Wyoming students of office education were exposed, such as (a) Cooperative Office Experience (COE), (b) Simulated Office Experience (SOE), or (c) traditional Business and Office Education (BOE) only;

2. Gather information that would reveal perceptions, aspirations, and needs of the potential worker (the student); the needs and perceptions held by those currently experiencing the reality (the Coloardo and Wyoming employees); and the needs and perceptions of those supervising employees; plus the attitudes espoused by the current and future teachers and teacher educators,

3. Designate specific areas covered in the study design which included--(a) office environment perception factors of: (i) upward mobility, (ii) job security, (iii) work ethic, (iv) social ethic, and (v) office practices and policies; and (b) office characteristics relative to upward mobility, job security needs, and work and social ethic attitudes.

Purpose of the Study

Data obtained from surveying a two-state area of schools and workers, and of the Rocky Mountain states for teacher educators and future teachers, relative to needs and perceptions of office workers has several implications, including:

1. Recommendations for revision in course content of office education programs to provide specific training in, and knowledge about: (a) office work that is in line with current practices and policies of workers and supervisors, for all workers and particularly for females, (b) trends toward upward mobility opportunities and aspirations of women, (c) self-awareness and identification of aptitudes and needs, and (d) long-range planning in line with individual personalities;

2. Developing an awareness of current office environment attitudes and work group perceptions, in order to update the office education teacher, teacher educator and future teacher; and

3. Developing understandings of the gap between students' perceptions and office employees' and supervisors' perceptions of the office environment.

This study can provide a means of evaluating vocational office education programs in terms of preparing students for gainful employment, role adaptation, stimulating the need to identify individual personality needs, and motivating students to make long-range plans in a job cluster related to their training and career goals. The study can also serve to motivate teachers to examine their own sex biases and conscious or subconscious tendencies for sex stereotyping of both individuals and jobs.

Need for the Study

There are currently many diverse and ambivalent opinions among vocational teachers, counselors, students, workers, feminists and

the public about the role of women in the job market, and about the future of office occupations as a viable career choice. Perceptions of these emerging trends between and among these various population groups range from traditional-conservative to liberal-extreme, while others remain uninformed of the contradictions.

Feminists and authors of numerous books and articles who seek to counsel women in how to achieve success and advance in the job market--such as Benet (1972), Korda (1972 and 1976), Pogrebin (1970 and 1975), and Tepperman (1976)--would lead us to believe that young women should avoid office training at all costs, particularly learning typing and stenography. Because, they suggest, the attainment of such skills too frequently leads their holders into what they call "dead end," or "secretarial ghetto" positions.

Reflecting the trend toward meeting legislative demands enacted by Title IX of the 1974 Higher Education Act and the 1976 Educational Amendments to eliminate sex biases in recruiting both female and male students into non-traditional sex role occupations are programs typified by Projects EVE and New Pioneers (Lerner, 1976 and Lewis, 1976), wherein there is strong evidence that many young women can be enticed away from office occupations (traditionally female) into agriculture and trade and industrial training programs, among others. These programs illustrate that education indeed must try to meet the needs of individual female students who might not otherwise consider these occupations and may well have interests and personality needs suitable to such training.

Nevertheless, there is also a concern among some business educators that in the process of making students aware of increased career options, the field of office occupations will be described only in negative terms, citing such disadvantages as lack of prestige, low salaries, and possible dead-end conditions. All of which exist in some jobs in every career cluster.

Contradicting the influence of the feminists and those who seek to meet legislative demands without regard for positive factors regarding office occupations and students' interests, are reports from such people as Crawford (1975), Wright (1976) and Schuman (1977), whose studies provide evidence that former secretaries and other office workers have used their initial jobs and training as stepping stones into advanced business and executive positions.

For all the controversy about office occupations and training, there continues to be strong support for providing realistic experiences for students; out of which they should be motivated to make their own decisions regarding career choice. And that these decisions should be based on sound reasoning, informed counseling from teaching and guidance personnel, and exposure to realistic and current information.

Bird (1970), for instance, cautions that ". . . keeping women down (chained to the stove or the back room entry-level job) is costly to both the economy and the individual woman and her family." Benet (1972) also predicts that:

> More and more fathers and husbands will be asking why they should be forced to subsidize women's employers by allowing them to pay less than the true cost of the women's support, when the idea of 'need' in determining salary is used with women only.

Girls who opt for a career objective of housewife (only) often fail to realize the current work trends of females, specifically that they could be among the 70 percent of employed American women who need to work (Woman's Bureau, 1973). Failing to comprehend that their chances of being totally supported by a husband are less than 30 percent means that they fail to establish long-range career objectives during the early years when education and training is more readily available and convenient. By perceiving their future on a short-range or sex stereotyped basis, they often limit their personal or family earning potential because they have delegated themselves to the low-ability level jobs with low-income limitations.

All of which, according to Bird, also can contribute to the demoralizing of their talents, intelligence and abilities; which in turn contributes to frustration, helplessness, guilt, and the dissembling of personalities, families and the total society.

Murphy's study (1972), in which opinions from teacher educators on 91 items regarding "characteristics of the worker and attitudes toward the world of work" were sought, agreement was reached on 85 statements. While this study indicates that some educators recognize the importance of preparing students to be vocationally competent by helping them gain accurate occupational perceptions of the selected work environment, it cannot be assumed that the

teachers themselves possess accurate current information regarding: (1) advancement opportunities for women, (2) how many or what types of women may be interested in taking advantage of opportunities when available, (3) social interaction implications of the work place, and (4) work ethic and duties as perceived by the workers and their supervisors.

Masterson's study (1968) indicated that there was a marked difference between rural and urban student perceptions of the office work place. His findings suggest that the gap between students' perceptions and the reality was attributable in some degree to lack of current information and experience on the part of teachers. Perhaps because of their training in teacher education institutions, because of legislative emphasis on initial employment placement, or because of classroom focus, it is possible that many teachers concentrate on entry-level skills without conscious awareness that students will not remain immature entry-level workers for long.

At any rate, becoming updated can arm teachers and teacher educators alike to be more realistic in providing classroom information and experiences which will prepare students with data for making more effective career decisions than what they will do the day they leave school.

Additionally, informed teachers can help their students surface values in preparing for the future with long-range goal planning suitable to a total life style. Further, educators cannot assume that the values, customs, habits and sexist stereotypes learned yesterday are still valid today.

Null Hypotheses

Null hypotheses stated in comparing responses between and among the nine population groups of four student-, two office-, and three teacher-groups, including a comparative analysis of responses by sex and occupation are as follows:

There is no significant difference regarding perceptions of the office environment or of the aspirations and needs of people when comparing--

1. Managers with office employees,
2. Students with Cooperative Office Experience (COE) with office employees,
3. Students with both Cooperative Office Experience and Simulated Office Experience (COE/SOE) with office employees,
4. Students with traditional Business and Office Education (BOE) background only with office employees,
5. Students with Simulated Office Experience (SOE) with office employees,
6. High school teachers with office employees,
7. Teacher educators with office employees,
8. Future teachers with office employees,
9. COE/SOE students with BOE students,
10. COE with SOE students,
11. Teacher educators with high school teachers,
12. Future teachers with high school teachers,
13. Female office employees with male office employees,
14. Female office managers with male office managers,

15. Female students with male students,
16. Female teachers with male teachers,
17. Female office employees with male managers,
18. Female teachers with female office employees,
19. Female students with female office employees, and
20. Female students with female teachers.

Limitations

The study was limited by:

1. The accuracy of the information communicated via questionnaire,
2. Variations in the age of office employees responding to the questionnaire,
3. Variations in length and breadth of work experience of office employees responding to the questionnaire,
4. Variations in aspirations, needs and opportunities of office employees and managers who work in communities of different sizes,
5. Variations in teaching techniques and attitudes espoused of different teachers in office education secondary classes in Colorado and Wyoming,
6. Variations in personalities and attitudes of different teachers in office education secondary classes,
7. Variations in teaching techniques and attitudes of teacher educators, and the background of their future teachers,
8. Variations in available work stations on which cooperative

work experience students were placed, such as type of office, time spent working on the job, quality of work supervision and teacher-coordinator's supervision,

9. Variations in utilization of the simulated office experience program in classrooms.

Delimitations

The study was delimited to:

1. Students enrolled in selected Colorado and Wyoming vocational office education secondary classes for an even representation of cooperative work experience students, model office students, and traditional office practice students from each state,
2. Students from the Simulated Office Experience (SOE) group who had participated for 12 weeks or more in a model office program wherein Gregg's Lester-Hill program was used.
3. High school teachers of the foregoing classes,
4. Teacher educators and future teachers enrolled in methods classes in randomly selected Rocky Mountain institutions of higher education,
5. Office personnel--both employees and supervisors--from Colorado and Wyoming, representing two business offices per career cluster for each state, for a total of ten clusters or four companies from each, for a total of 40 companies.

Definition of Terms

Capstone Experience: Identified as a work experience program for students enrolled in Vocational Office Occupations programs, which may be placement on a job in the work community or placement on a job in the classroom-based simulated company. A "capstone experience" is designed to bridge the gap between school and the work environment.

Career: The totality of work a person performs during a lifetime. The (ideal) career may be one that brings the greatest possible economic return. For others, it may be an occupation consisting of work that is enjoyable, despite the level, or lack of, financial reward. According to a slogan from General Electric, "A job is what you do with your days. A 'career' is what you do with your life."

Career Cluster: Identified by the U.S. Office of Education, the approximate forty thousand jobs available in the United States can be clustered into 14 categories, each of which includes entry-level jobs through those requiring college and advanced degrees. The clusters are: Agriculture and natural resources, business and office occupations, communications and media, construction and trades, distribution and marketing, electronics and engineering, fine arts humanities and sciences, health occupations, home economics and related careers, hospitality and recreation, manufacturing and mining, personal services, public service, and transportation.

It should be noted that the business and office cluster crosses all other clusters, for every business, agency or association

requires record keeping, communicating, calculating, filing and retrieval.

Career Education: The preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills. The goal of career education is to make work possible, meaningful, and satisfying to all individuals whether engaged in remunerative work or not.

Career Ladder: Moving up within the same occupational or career cluster without leaving the training for which the person was initially trained, such as from office clerk to secretary to administrative assistant to manager to executive.

Career Path: The move may be an upward move, but is also characterized by using initial and subsequent training and experiences as stepping stones in possible lateral moves, such as from office clerk to secretary to assistant editor or editor (or, from business and office cluster to the communications and media cluster), to marketing director (or, from communications and media cluster to distribution and marketing). This can be typified as a cross-cluster career path as well.

Cooperative Office Education: A program of vocational education whereby students gain both work experience and in-school related instruction. Students gain practical experience while developing competencies related to their occupational objective (initial or long range).

Ethics: That area of philosophical inquiry which deals with standards for judging what is good or what is right in human conduct.

It is derived from the Greek word, "Ethos," meaning custom. Ethics indicates the conduct which is customarily practiced by a group and approved by that group.

Feminists: Identified in this study as those people--either female or male--who are proponents of the Woman's Movement. Their interest is in publicizing inequities, specifically in the work place, between job practices for females and males. Specific legislation directed to equalizing injustices are often cited, and these people seek compliance to laws by companies as well as seek to counsel and inform both women and men of trends, whether traditional or progressive.

Job Security: In Maslow's hierarchy of human needs, categories include: survival, safety and security, social, self-respect and self-actualization. People who are inclined to seek job security (step 2) above other needs are characterized by wanting to hold their current jobs as opposed to being interested in either lateral or upward moves; either of which often requires taking risks and voluntarily seeking additional responsibilities or more complex activities in their present positions.

Model Office Experience: This is the term used to imply implementation of a full-scale (single) company or industry that operates within the classroom. A simulated office or mock corporation is not an imaginary construction in which symbolic tasks are performed. It is a real organization of students formed under the guidance of the teacher, who acts as the company executive, which carries on integrated company and office functions at a level of

intensity and in a facility which corresponds as closely as possible to those of typical business offices. Webster defines simulation as "to assume the appearance of." Thus the model office experience seeks to duplicate the office environment, complete with pressures, demands, problem-solving contingencies, office standards of quality and performance, and the social interaction which takes place in actual companies. The organization chart and chain-of-command is observed, wherein student managers report to the executive (the teacher), and are responsible for the work production of their subordinates (student peers).

For this study, only those students who had participated for 12 weeks or more in the Gregg Lester-Hill (simulated) company were used.

Office Education: A vocational education program for people interested in initiating their work lives via the business and office occupational cluster, and includes preparation for entry-level jobs, refresher work, and the upgrading of skills and knowledge for the purpose of obtaining advanced positions.

Office Occupations: Jobs available within the business and office occupational cluster. Those activities performed by individuals in public or private enterprises which are related to the facilitating function of the office. They include such items as recording and retrieval of data, supervision and coordination of office activities, communication, and reporting of information regardless of the social, economic, or governmental organizations wherein they are located.

Sexism: Any attitude, action, or institutional structure which systematically subordinates a person or group on the basis of gender.

Sex-role Stereotyping: The unconscious or conscious values and assumptions which stereotype the sexes and channel females and males into those attitudes, interests, activities, and goals considered "appropriate" for their particular sex.

Social Ethic: Embodies those characteristics of a group nature which are evidence of conduct approved and accepted within that group. Such traits would be useless if not observable in a social-interaction context, such as: congenial, considerate of others, even-tempered, sympathetic, understanding, etc. Other aspects of this term illustrate those people who are motivated in their needs beyond Maslow's first two categories of human needs (survival and safety-security), and may or may not be characterized by the latter two steps of self-respect and self-actualization. The stereotyped "social ethic" person finds satisfaction with human and social contacts at the work place, with peers or others.

Social Interaction: Any verbal or non-verbal activity which brings two or more people into contact with one another. Internal social interaction is defined as contacts with people within the company, which can be face to face or over the telephone, with superiors, peers or subordinates. External social interaction is defined as contacts with people outside the company, which can be face to face or over the telephone, with customers, sales people, clients, patients and the like.

Teacher Coordinator: A member of the local school staff who is responsible for directing the overall learning experiences of office career-oriented students enrolled in the terminal office education program. The teacher coordinator teaches the related class and supervises cooperative work experience students on the job; or is the executive responsible for operating the simulated model office program within the school.

Upward Mobility: While people with this tendency may appreciate job security in their present positions, they are often motivated to take risks, invite added responsibilities and seek more complex activities than their current job description provides. Their motivation may be due to a positive self-image, to the desire and need for more status and pay, or to discover positions where the realization of Maslow's final two categories (of human needs) are more possible; namely, self-respect and self-actualization.

Work Ethic: This term, for the purposes of this study, includes those characteristics which relate to the performance of work, with or without the involvement of other people. The connotation is that "work is good," and that "work has dignity," and that "work can bring about self-actualization." Illustrative personal traits include, among others: self-disciplined, earnest, zealous, conscientious and diligent. The individual who responds to the work ethic is one who takes pride in work well done and gains enjoyment and satisfaction from achievement of quality work.

Chapter Organization

Chapter I includes the statement of the problem, the purpose and need for the study, null hypotheses, limitations and delimitations, and definition of terms. Chapter II presents a review of pertinent literature to the research. Chapter III describes the procedures for solving the problem. Chapter IV presents the findings from the initial study. Chapter V presents an action-research design, based on the study, that was implemented in the model office training program at the University of Wyoming, and Chapter VI summarizes the findings from the questionnaire survey and the action research design, and climaxes the conclusions and recommendations.

CHAPTER II

RELATED LITERATURE

A discussion is presented regarding cooperative and simulated modes of instruction as school-work experiences for providing students with the means for more accurately perceiving the reality of office work, while simultaneously focusing on individual personality needs.

The work ethic and the social ethic are addressed, together with identifying the range of abilities represented in office education programs. While focusing on low-ability or special needs students, by virtue of legislative emphasis, business education programs may have been neglecting those people who might otherwise develop upward mobility tendencies.

Economic and historic background provide illustrations of the contradictions prevalent in the controversy about office work as a profession (as a result of the Women's Movement), together with the inclusion of related data regarding the status and pay potential. Thus a comparison is drawn between the traditional and emerging views of office occupations. These include advice given to females by feminist writers during the early 1970's, about the status of office work and the opportunities it holds--or lacks. Also depicted, however, are emerging trends about the upgrading of secretarial and office occupations, wherein such positions can be used as stepping stones for those with upward mobility tendencies.

In relation to the above, with implications for vocational education as a whole and thus for business and office education curriculum development, are examples that depict eliminating sex-stereotyped occupational counseling. While meeting the needs of students through counseling and providing non-traditional training (particularly for females) is a viable objective, the needs of business and industry for increasing numbers of office workers is also a consideration for business educators.

A sampling of the literature thus addresses these areas:

1. Emerging instructional modes--cooperative office experience and simulated office experience,
2. Work and social ethics--office education population,
3. Economic picture--women and families,
4. Controversy--over office occupations,
5. Positive views--office occupations,
6. Eliminating sex biases via career counseling--implications for business education.

Emerging Instructional Modes

Russon (1977) suggested, in a speech on the topic of "Training Students With Employable Work Attitudes," that

> When we ask, 'Why don't our students take responsibility?' we must instead provide opportunities. . . we must give them responsibilities, in classroom management, through proofreading committees with both responsibility and authority for decision-making. . . . By the time these students are through with management-supervisory roles (such as--mini-simulations, model office and other simulated conditions), they are prepared to take on a variety of responsibilities. . . . they could run General Motors! . . . they can manage businesses, offices, industries, government agencies.

High schools since the turn of the century have been offering courses in office education which were thought to be meeting the demands for the whole office worker. Office practice in the past, according to Wood (1969), meant that students practiced on various types of office equipment, on rotation schedules. The finished product was " . . . a student who had learned separate compartmentalized office skills without continuity." The result was that the employer had to train students for office work after hiring them, and too often, ". . . because of inaccurate pre-employment expectations, they lacked employees who could or would adapt to the office worker's role."

As a result of the Vocational Education Act of 1963 and the 1968 Amendments, new programs in cooperative office experience, office simulation experience, and block-time intensive instruction were implemented. As early as 1966, in a Detroit study, Cook (1966) reported that students with cooperative work experience were the most successful in securing a job. Tonne (1970) indicated that by 1968--even before the Amendments were fully activated for Office Education--approximately 970,000 persons were being served in training, work experience and related programs, including 130,000 enrolled in MDTA institutional projects, and another 185,000 involved in on-the-job (OJT) training.

"The classroom simulated method is present in most subject areas of instruction in some form or another," stated Hanson (1969). "The nurse trainee gives shots to oranges until the real arm comes along. Astronauts work on very sophisticated simulations before venturing out into the open spaces."

By 1971, according to a survey conducted by Poland, 38 states had block-time programs, in which a variety of office simulation approaches had been implemented. During the early 1970's, some states had instigated a single state plan for office education, such as Indiana (Lee, 1970) with its position simulation, or "duplication" concept; North Dakota's occupational models (Rowe, 1973); and Utah and New Mexico's Mobile Office Education, MOE (Hanson, 1968; Stowell, 1972).

In Barr's study (1975), there was no significant difference between responses of students trained via cooperative work experience and those through classroom simulations, an indication that the latter is in fact a reasonable substitute for community job training.

Contrary to the positive statements about model office simulations, Cook and Lanham (1968) were opposed to the simulated office experience, because their contention was that too often simulation is artificial, using play money in the form of grades; and in some schools, where only antiquated equipment is available, the concept appears unrealistic to the work world.

According to Peterson (1972), the achievement and attainment of success in pre-employment training and career exploration for each student is dependent on the innovation, knowledge, and skill of the individual teacher. Lacking adequate materials and appropriate preservice or inservice training that prepares them for the "executive role"--in which work is delegated through the chain of command of company organization charts (with accompanying authority given to student managers)--even the most resourceful teacher is

handicapped.

Work and Social Ethics--Office Education Population

The concept of change noted in numerous articles and studies has caused business people to seek people for employment who are potentially capable of being promoted. Employers look for young people who have the type of attitudes they seek, about both institutions and about work in general. Historically, our American forefathers were influenced not only by Puritanism, but also by the hardships they had to endure while developing the frontier. In discussing the "work ethic," Hoyt (1973) maintained that:

> Because most people still seek to work does not mean that the work ethic is alive and working; it only means that most people who work see no other way to maintain their economic independence. . . . Work, to many people, therefore, is a means to an end: 'making a living,' rather than living itself.

From a study of 300 letters of recommendation, though, Lewis (1972) revealed some insight regarding the American work culture, indicating that strict adherence to the work ethic is no longer always of prime importance. Non-work factors, such as skill in social interaction, are an integral part of employee assessment. Some aspects of the social ethic are considered significant, while other qualities, ". . . such as decency, honesty, and courage, are never if seldom mentioned." And further,

> The desire of most Americans to be liked and popular has led to a pre-occupation with the social ethic. . . . Attention is diverted from individual success by concentrating on the success of the group, thereby reducing social-interaction conflict. . . . As a consequence, the social ethic has become recognized as a good in itself.
>
> While the social ethic is assumed to be valuable simply as a

means to an end (job attainment, power "games"), sometimes, and for some people, it is an end in itself. Conclusions cannot be drawn until some attention is given to those societal values which employees bring with them to their jobs.

Vocational office education classes include students at every intelligence and interest level, from low ability (or special needs) to exceptional. Because of the legislative focus during the past decade (putting more people to work should take more people off the welfare rolls!), much emphasis has been placed on studying the problems of educating special needs students.

According to Wells (1971), supervisors of low-ability workers report that they are generally more congenial and easy to work with than other workers. Gilsrud (1972) reported that nearly one-half of the (formerly disadvantaged) workers wanted to continue in office occupations ten years from (the time of the study): an indication perhaps of their satisfaction with pre-employment training, together with the possibility of role adaptation to the job in which they were initially placed.

In the thrust to close the educational and vocational preparation gap for the special needs students, however, it appears that the academically talented, the students with upward mobility tendencies, and the exceptional students may have been forgotten. Although it may be necessary to look into earlier (educational) research, literature is available relative to the latter group. Sartain (1965), Keith (1967), Travis (1965), and Liles (1960), for instance, exemplify the need for office education training that is directed to the needs of students with aspirations and the ability

to advance. Sartain said that,

> The wise supervisor identifies with goals of both management and other employees, acting as liaison officer, interpreter, and mediator. The ultimate basis for his actions, however, should be neither management's commands nor employees' demands, but his own judgment based on wisdon, objectivity, and ethical values.

Economic Picture--Women and Families

Current work trends and statistics collected by the Women's Bureau in the Department of Labor, U.S. Census, and other state and national data gathering agencies provide a clear picture of women in the labor market and the effect their earnings have on families and on the economy. Yet young females still enrolled in traditional school environments and from traditional homes continue to remain ignorant of the facts.

From a Wyoming study (Church, 1975), wherein parental influences were sought in determining students' career choices, there was no significant relationship between girls who declared a career objective and mothers who worked outside the home (even for those homes where the mothers had always worked in the labor market). Nor did the mothers' occupations seem to have any influence on their daughters, despite the fact that 55 percent of the mothers worked outside the home. Young women need more active counseling and varied influences, it would appear, than occurs from exposure to parental situations that require both parents to work.

These findings are supported by earlier studies of Lee (1971), and Lungstrum (1973), where it was determined that despite various influences on both girls' and boys' life-career plans, young women evidenced much less awareness of work-scene realities (for females,

particularly), or the need for long-range goal planning.

By 1972, statistics indicated that of the 70 percent of women who needed to work for economic reasons, 29 percent were married to men whose earnings were below the poverty level; 19 percent were widowed, separated or divorced; and 22 percent were single (Women's Bureau, 1973). By 1976, according to the same Bureau, 12.5 million women who were heads of households (children or other dependents to support, with no husband) had earnings below the poverty level. Further, the divorce rate for 18-24 year-olds is approaching the 70 percent figure. Thus there are many reasons why women are working and requiring incomes that can support themselves and their families, relieving the welfare burden that is typically carried by the middle-income wage earners--including male heads-of-household and dual-income families.

From a United Press bulletin (Laramie Boomerang, 1977), the "old dream" appears to be going out the window for nearly 92 percent of the population. That traditional pattern went like this: "School, then marriage and a family, and maybe just for a while, the woman would work outside the home." The Dick-and-Jane textbook image with father going off to work and mother baking cookies in the middle-class kitchen--supposedly for life--has been portrayed not so much as the ideal as the norm.

While there is nothing wrong with this "ideal" image, the fact that only seven families out of one hundred achieve this goal, including maintaining the one-partner marriage throughout life, often goes unnoticed. Such fantasy-world thinking can thus limit personal and family earning potential, because non-planning or "Cinderella

dreaming" (sitting around waiting for Prince Charming),with nothing but short-range goals,can mean such women have in fact already limited their horizons.

There are approximately fourteen million clerical workers in America. By 1970 they numbered almost 18 percent of the total work force, or nearly one in every five workers, according to Braverman (1974). A hundred years ago, when clerical workers were few in number and mostly men, the typical clerical worker earned about twice as much as a blue-collar worker. By the 1970's, as reported by Flaim and Peters (1972), the average had dropped to less than that of the average production worker's income.

Tepperman credits labor unions for this change, in illustrating why it is predicted that white-collar labor union membership ranks will also begin to swell, particularly with new female members who have previously shunned these organizations because of the dominant role played by male leaders who may have given small credence to women's complaints.

In the early 1900's the image of the office worker as young and single was accurate. At that time, suggests Baker (1964), two-thirds of secretaries and typists were under 24, with four-fifths in this age group single and living at home. Employers used these facts to justify low pay and lack of opportunity. Though this justification is still used, apparently, by 1960 the median age of women clerical workers had already risen to 30, and over half of clerical workers were married.

When the clerical work force started expanding, reported Davies

(1974), women were chosen because they were cheaper to hire than men. It was also ". . . safe for a male executive to teach a woman secretary all about his work, since there was no chance she could compete with him later on." Women were thought of as docile and obedient, with manual dexterity and patience for detail work.

Women in office occupations are concentrated at the lowest levels, but not because they have less education than men. The median number of years of education for all clerical workers by 1972 was 12.5 (Women's Bureau, 1973). By the mid-seventies and among all full-time workers, the average earnings of women was less than 60 percent that of men. This was a decrease from 1950, when women's average wage was a little over 65 percent. The gap was still increasing, for by the mid-1970's the earnings differential between women and men had widened to 57 percent.

Because of economic needs, money is obviously a key issue for many office workers, especially where inequities are apparent. Again, from the Tepperman report:

> I'm not being very modest, but I know what's going on around here. And if I know what's going on and I run this whole place while everybody's gone--sometimes for two weeks and longer--then why can't I be rewarded salary-wise?. . . . We really worked hard, late hours with no overtime and everything, to help the boss meet his quota, and he picked up an $800 bonus and I didn't get so much as a 'thank-you,' much less a bonus too. . . . We're trying to raise seventy million dollars, and my first question when I heard that was how much will go into salaries? There was dead silence.

Controversy Over Office Occupations

As business educators, we have been faced with counter forces that have emerged within the past decade. Rather than to ignore

the criticisms, an attempt is made herein to provide a realistic summary of advice appearing in books and other popular trade sources. Females, particularly, and the parents and others who advise them and influence their career choices, have access to the literature. Some writers are obviously prejudiced or biased. Yet as informed educators, we must be aware of the criticism of office occupations so that we can respond with informed answers; and also so that our curriculums reflect viable alternatives to life-time positions in entry-level jobs.

In giving advice to women in the early 1970's, Benet (1972) used the phrase, "secretarial ghetto."

> Over 60 percent of American office workers are women; they are literally indispensable to the smooth functioning of American business. But what does (her) job mean today? Does it bring her independence and fulfillment? Or is the office a female ghetto that perpetuates stereotyped sex roles, all of them subservient to the function and prerogatives of the male?. . . . Women in offices act out the role that women have always played--those of wives, mothers and mistresses. Their work is supplementary and custodial rather than productive: It is low in status and in pay.

Benet reportedly conducted interviews with several hundred office employees, which supplemented the reading and fact gathering that went into the study. Offices in both the United States and in Europe, according to Benet,

> . . . yielded a story of discontent that was hotly challenged by the bosses, personnel managers, and employment agents whose views were also sought. Sometimes it was hard to believe that the two sides were talking about the same offices. The views expressed by workers in all situations and all countries were remarkably similar, as were the men's opinions. It seemed, finally, that there really was a sex war going on in the office, and that it bore some similarity to a class war--but with a female proletariat and a male capitalist class.

Supporting this view, though less adamant, were writers such as Pogrebin (1970), who devoted an entire chapter on "How to Succeed in Business Without Really Typing."

"Another reason for not learning to type," said Benet, is that ". . . if a girl really wants to play the corporate game, she ought to learn it as it's really played, which means attaching a lot of importance to status questions like not doing your own typing." Later in the book, however, Benet quotes Gloria Steinem as having said at a Smith College graduation that ". . . not knowing how to type is like not knowing how to drive or shave yourself."

Later in the decade of the seventies, Pogrebin (1975) advised female workers in a chapter by chapter review of legislation devoted to the elimination of sex discrimination in both the job place and in training institutions: Specifically, Title VII of the 1964 Civil Rights Act, the Equal Pay Act of 1963 (amended to the Fair Labor Standards Act), and Executive Order 11246 (amended by EO 11375), which includes Affirmative Action stipulations. Ms. Pogrebin demanded of her readers, "If you suspect you are being discriminated against, why in blazes aren't you doing something about it?"

Not all writers who describe the office scene are female, however, for one man readily admitted that male chauvinism has abounded in our society, particularly in American offices. According to Korda (1972),

> Of course it's hard for men to stop being male chauvinists. What else have they got left, what other rewards? Work hard, succeed, and you'll have your very own secretary, a woman under your thumb. . . . Our offices are full of women who

> receive at least as good an education as any man, oftimes better, but then they're sent out into the world to take a typing test and learn the Rules of Telephone Etiquette.

Korda illustrated his premise with examples of the belittled status to which the typical office worker had apparently sunk. Speaking of editorial assistants, he said:

> . . . her refusal to put up with condescension, to accept the role of secretary when she was promised the job of assistant researcher has led her to a dead end. Sometimes she has been treated with amused tolerance, sometimes she has been the target of open hostility. . . . Secretaries are the Achilles heel of women's liberation in the office, providing as they do a large and viable group of menial laborers, a source of embarrassment to women who have either risen above their ranks or entered business on a higher level: Secretaries are a useful weapon in the hands of men, because they can generalize on women's ambitions and career potentials on the basis of a number of women who may not be ambitious at all.

A few years later (1976, 1977), Korda gave more concrete advice to women workers who seek to advance and to obtain power and success in the labor market. His definition of power is a generalized ". . . control over one's own life, whether female or male, whether on the job or on a personal level."

Tepperman (1976) also interviewed many office workers. Perhaps she has quoted from only the most frustrated to prove her point, but remarks taken from those interviewed throughout the United States are, in any event, illustrative of some women who may have been ill-advised to train for the typically female stereotyped office jobs. Some of these dissatisfied people said:

> I always thought I would be a secretary. I thought it was all I could attain. . . . Since I was going to be married and have babies, I thought I could always work as a secretary until I found a man. . . . I would like to be out of office work completely, but I was geared this way, from my

> parents right on up. I was told that was what a girl does, at least if you don't have any ambition to be a teacher or a nurse. . . I think it's wrong to limit people like that, make you take clerical courses and make you think there's nothing else you can do. . . . When I was sixteen I never thought I would be a secretary, never!

On examining sex discrimination in the public schools, Federbush (1973) identified a list of 43 specific problems within four areas, including: stereotyping in text and other available books to students, athletic programs, industrial arts and home economics, and with administrative policy. The report provides evidence in these and other areas in school life, in which females are not given the chance or encouragement to aspire to competence.

Other voices from the Tepperman report confirm the frustrations of some females, particularly in realistic perceptions about their futures:

> How did I feel about becoming a teller? Crummy, really crummy! I graduated with a degree in liberal arts, so I felt angry, disgusted about it all. . . . Business stinks for a woman! I think I could have been an artist, but nobody ever gave me any encouragement, they just said, 'Well, you'll get married anyway, so why bother?' But I'm married, have been for quite a while, and what's that got to do with anything? I'll always have to work.

According to Burger (1964):

> Your secretary is there to help you succeed, to contribute equally to your prestige and your performance. . . . She is a status symbol, automatically assigned to the executive whether or not he needs one. For the young girl, a secretary's position fills an interlude before marriage or motherhood. The older secretary expects to continue working indefinitely. . . . Whether 34 or 54, she's referred to as a career gal. Although she's a very special girl and requires special handling by her boss, don't let her dominate you or tell you what to do, for remember, she is working for you, not with you. . . . She craves hard work, and thrives on responsibility. She will cheerfully come early and stay late. The more initiative you allow her, the better she'll like it, and the more valuable to you she'll become.

That the secretary was a visual and human token of the struggling young junior executive is well documented.

From the writings typified by Kundsin (1974) and Horner (1969), we find that if she even had the inclination toward upward mobility she tended to hide this fact from everyone; and oftimes from herself as well, because she had grown up to believe such ambitions to be "unfeminine." In short, she "feared success."

Beyond the "status symbol" image, according to writers such as Carr (1968) and Korda (1972), the female office employee was also a "sex object," who might serve to deter the male's career. Written advice to male executives suggested that if they permitted casual friendships with the ". . . office girls to become too intimate, such affairs may not only lose you a good secretary when the climate becomes too emotional, but on occasion could hamper your career as well."

Office Occupations--Positive Views

Contradicting the influence of some feminists or those who seek to provide women with equal vocational opportunities without regard for the positive factors associated with office occupations are reports from such writer-researchers as Wright (1976) and Manette (1966), though these people speak from quite different viewpoints. Manette described the career ladder approach as one route for gaining success, status and pay. ". . . fasten your sights and careers on an executive who appears success oriented and on the way up."

Wright, on the other hand, suggests learning from executives,

remaining within a specified company if it appears progressive, but moving into advanced positions as quickly as possible. Crawford (1975) reports that 43 percent of women surveyed in mid-management positions in the Minneapolis-St. Paul area began their careers as secretaries. Schuman (1977) also reports success stories, confirming the Manette philosophy and that of Crawford and Wright as well, because the Schuman interviews and research produced illustrations of both types of upward mobility female careers. Moreover, the contacts made during the data gathering phase left Schuman with " . . . a renewed respect for the secretarial profession and confirmed the belief that it is a good place for women to learn managerial skills." Former secretary turned corporate Vice-President Dienstback (1977) tells her own story.

In working as management consultants, career counselors, and in some cases as research-writers, people such as Chesler and Goodman (1976), Gordon and Strober (1975), Hennig and Jardin (1977), Jongeward and Scott (1976) and Place and Armstrong (1975) all speak positively about women in office careers and the changing business environment, in terms of advancement opportunities and equal pay.

How do people actually feel about women--as "people," and as job contenders? From the Tavris survey (1977), 83 percent of respondents out of 28,000 sampled said that the ". . . ideal woman is intelligent;" 87 percent that she is self-confident; 60 percent that she is successful at work; but only 22 and 21 percent that she is competitive, aggressive or takes risks. Further, many people hewed to the humanist line, ". . . that there is no such thing as masculinity or feminity, just humanity."

From an informal search of 275 employment want-ads in Rocky Mountain newspapers during early 1978, emerged data regarding office jobs that can be summarized as follows:

> Salaries ranged from $750 to $1,250 with enticements for secretaries related to "opportunity to advance, to work with management teams, to gain recognition, status and high salaries." Conpetencies preferred included: professional attitude, organizational abilities, oral and written communications, management skills and interest in self-, and career advancement.

According to Santos and Wright (1977), the upgrading of office occupations, particularly of secretarial positions, is also apparent. This is also confirmed by the National Secretaries Association, who have defined the secretary's role in more upward-mobility and management terminology:

> A secretary shall be defined as an executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority.

Another study, conducted by Hertel (1978) in Wyoming produced a high rate of satisfaction among secretaries employed in government, education and the private sector. More than eighty percent were satisfied with their present positions, and 77 percent with their career choice. When asked what reasons they had for choosing an office job, 35 percent responded that they had a real desire to become a secretary, 29 percent because of the income, and 19 percent for security reasons.

These figures appear to negate the view presented by Tepperman who, because of her affiliation with dissatisfied clerical worker labor union members, appears to have presented a prejudiced negative

view of opportunities available in office occupations. Nevertheless, Hertel's study produced the fact that if counseling at the time of making a career choice had provided respondents with a broader range of alternatives, 45 percent would have selected another career than in office occupations.

Sex-Equity Career Counseling

Title IX (Higher Education Act, 1972) prohibits using gender as a determinant of the courses students will take in public schools. On the job, Affirmative Action (EO 11246 and EO 11375) guidelines prohibit using sex as a determinant of the occupation an individual will be trained for or hired into, except in certain bona fide cases. Title II (U.S. Congress, P.L. 94-482, 1976) addresses sex biases: "The new law says that each state participating shall assign full-time personnel to assist in creating awareness of programs to reduce sex stereotyping, to monitor enforcement of laws prohibiting sex discrimination, and to gather related data."

According to Medvene and Collins (1973), however,

> The social status of occupations has remained stable over the past four decades. . . much about the concept of occupational prestige has been learned by studies that implicitly assume a masculine context. . . . There is strong agreement among divergent groups on the prestige accorded to different occupations that are appropriate for women, with the most consevative group of women sampled holding far more liberal views than many vocational counselors on the appropriate occupational roles for women.

From a study that examined the re-entry woman (Verheyden-Hilliard, 1974), issues dealing with the socialization and self-concept, changing attitudes and new expectations were surveyed.

Reportedly, "Bias against women among the professionals to whom they turned for aid is documented, and the potential danger of placing a sex-fair interest inventory in the hands of a sex-biased counselor" is pointed out in the study.

From data gathered by the Employment Standards Administration (Women's Bureau, 1973):

> Women's relatively poor representation in the top and middle levels of business necessitates renewed attention and action. Labor market demands are changing, and two major forces prevail: More women are looking for new fields of employment, and more businesses are seeking qualified and promotable women.

Wells (1973) suggests that attention should be paid to women already on the payrolls of business firms and to "mature women returnees" to the work force through the development of continuing education programs. "Women's organizations must also serve an important supportive role to help more women prepare for and share in the expanding opportunities in business and industry."

Testing by guidance and counseling personnel, as well as attitudes portrayed either consciously or not by all educational people, is another area for consideration in working with students. Presenting a paper at the American Personnel and Guidance Association, Vetter (1974) said,

> Among the purposes of using interest inventories in career guidance are (included) to broaden, stimulate, and provide a focus to career exploration, and to stimulate exploration of self in relation to career(s). . . . Boys and girls respond to careers they are considering and what they consider appropriate for their own sex and/or for anyone. . . . The role of socializatin is significant regarding the determination of what is 'appropriate' and thus limits what the students often consider.

Another paper presented at the same annual conference stated,

> . . . research shows women's responses (can) change under instructions specifically designed to effectuate change regarding the sex-stereotypes set. Research on the psychology of women has examined career stereotypes, role stereotypes and the motive to avoid success. Research on the effect of orientation and set should take these variables into account, and a variety of studies can be undertaken to examine the effect of modifications in testing context on the validity of interest measurement for women.

In a longitudinal study of the level of occupational aspirations of youth over the high school years, Brown and Kaper (1973) report that

> the significant change that took place in the students' level of occupational aspirations over the high school years was one precipitated by their greater consideration of reality. . . a gradual drop in their occupational aspiration level was reflected by their changing response to the question: 'In reality, what occupation do you expect to enter after you complete all the education you have planned?'

One conclusion of the study was that the change was brought about through a consideration of reality on the part of the students as they attempted to work out a compromise between their interests, capacities and values, together with (more or less accurate) assessment of the external limiting work environment.

The above premise is also supported by an earlier survey, conducted by Flanagan and Cooley (1966), in their one-year follow-up of the students connected with Project Talent. The concluded that ". . . although it is unnecessary that students choose a specific career in high school, they should choose some broad field in which to prepare for an ultimate career."

A specific vocational education study that claims to be unrelated to sex discrimination, nevertheless was an attempt to overcome sex stereotyping (Lewis, 1976).

> The effort to achieve career selection on the basis of students' interests and aptitudes rather than their sex must have the support of the school administration and ideally should include all school personnel as well as parents, students, and other community members. A single committed counselor or a single committed vocational teacher can make a difference, but the difference will probably affect only those students with whom that person comes into contact. For a lasting change in the educational program, commitment of all involved parties is required.

In 1975, the Division of Occupational Research and Development of the Texas Education Agency funded a model program for Texas schools to eliminate ". . . the effects of past discrimination in trade and industrial vocational programs." In the year preceding the start of Project EVE (Lerner, Bergstrom and Champagne, 1976), there were no females enrolled in any of the five traditional male vocational courses taught at the selected school. The objective of this project was to develop a model which could be used by other school districts to increase and maintain female enrollment in nontraditional vocational programs. During the first year of the project (1975-76), five females enrolled in traditional male courses; during the second year (1976-77), 15 females were enrolled.

In North Carolina, a program was instituted in 1974 (New Pioneers, 1976) to eliminate sex bias in vocational education programs throughout the state. Similar to the EVE project, the basic objective was to broaden occupational education opportunities for women and men (both), by devising recruitment strategies for attracting students to nontraditional courses of study. Enrollment

changes in both secondary and post-secondary programs "increased dramatically" during the two years following the program's initiation. Approximately one thousand more females were enrolled in agriculture, seven hundred more in Trades and Industry--including 77 more in bricklaying and 136 more in carpentry.

Summary

While it is important to consider the needs of special needs or low-ability students plus average performers, the upward mobility students may have been neglected in the overall training, counseling and recruitment programs of vocational office education. Specific data related to young and re-entry women indicates that they have been sorely neglected in preparing them with knowledge of current work trends and training appropriate to future advancement and life-career long-range planning.

Although office simulation--specifically the full-scale model office approach--has proved to be a viable training ground to prepare students with realistic perceptions of the office sector in the work world, little attention has been given the additional components available through this instructional vehicle--namely, that of career and self-exploration in a variety of career clusters, and using the total life, or career-path and career-ladder concept.

From Brown and Kapes longitudinal study (1973), it was concluded that the significant differences between the mean levels of idealistic and realistic occupational aspirations (in boys and girls combined), found near the end of the ninth grade and steadily increasing through the twelfth grade, indicates that " . . . the

students' growing awareness of self in relation to the world of work and their growing consideration of reality" is an achievable objective.

If, that is, concentrated and structured attention--by informed education personnel--focuses the students' interest in this combined direction.

It may well be that, whether through the simulated model office plan and/or via cooperative work experience that is correlated with the related classroom experience, the educational environment may be able to provide the realistic training that is needed. If not, there is every evidence that business, industry, other governmental agencies, and private counseling firms may take over our work for us.

Moreover, if business education programs are not upgraded to reflect current needs and trends--including the viability of using office occupations as also a means to an end, rather than an end in itself--potentially successful business people may be channeled into other vocational areas by well-meaning counselors and those interested in eliminating sex biases in the work place.

CHAPTER III

RESEARCH METHODOLOGY

This study compared the aspirations, needs and perceptions by occupation and sex of office personnel, high school students and teachers, with nine groups within these three sub-sets. The office employees served as the control group for the first eight comparisons, followed by intra-group analysis of results. Groups were compared within occupations and between sexes, and across occupational lines with the same sex. People enrolled in high school programs were identified as holding the occupation of "student."

The nine population groups in the three sub-sets included office employees and their managers from the personnel sector; four student groups--those with Cooperative Office Experience (COE), those with Simulated Office Experience (SOE), those with both (COE/SOE), and those with background in Business and Office Education (BOE) classes without experience in either of the capstone programs named above; and three teacher groups--high school teachers, teacher educators and future (or preservice) teachers enrolled in Methods of Teaching Business Education classes.

The procedures used to obtain the data are classified into five categories: feasibility of the study, obtaining the population, development of the research tool, collection of data, and the analysis of data.

Feasibility of the Study

Based on results of the investigator's previous research in Wyoming and North Dakota on using the simulated instructional mode as a viable capstone program, with or without cooperative work experience, plus research conducted with office personnel, it appeared this study should have merit.

Moreover, with the advent of literature emerging as a result of attention addressed to training females and eliminating sex biases in the educational environment as well as in the job market (i.e., Title VII, Title IX, and the later legislation signed into law by President Ford on October 12, 1976), it appeared that new and related research should be initiated regarding the Upward Mobility potential of girls in school and women on the job.

A search of the literature, including the use of the University of Wyoming's link with the Educational REsearch Information Service (ERIC) and the Bibliographic Database Search Service (BDS), it appeared that new and related research should be initiated regarding the Upward Mobility potential of girls in school--particularly those enrolled in office occupations--and of women already employed in the type of jobs for which these girls are training.

Much of the literature dealt with upward mobility of both females and males, but for the most part the readings from the general or trade sector indicated a trend in which professional women were counseling girls out of office occupations, and vocational studies directing their attention to recruiting girls into

non-traditional (for females) training programs.

Because few studies had been conducted thus far that combined the particular emphasis potentially considered appropriate to this invesitgation, it was believed feasible to conduct the pertinent study. After developing a comprehensive proposal, the project was funded by the Center for Research, Service and Publication of the College of Education, University of Wyoming, to proceed during 1976 and 1977.

As an additional dimension, a classroom action research phase of the study was developed for administration in the spring of 1977. This program was administered at the University of Wyoming in the teacher training program for students enrolled in Business Education (future teachers), and for those students who pursued a degree in Office Administration (future office employees and/or managers).

The mock corporation, or simulated model office program, placed students in action roles of employees and managers. A structured program of individual conferences, inservice company training and exit interviews related to career plans and goals with emphasis on Self-Actualization/Upward Mobility and Follower/Need for Security. The pre- and post-instruments developed for the program by Humburg (1977) are discussed in this chapter, and the reports of the action research project are described in Chapter V.

Obtaining the Population

Office personnel. From the 14 career clusters identified by the United States Office of Education, the following 7 clusters were used from which to develop the personnel sample of 10 classifications: Insurance and real estate; Bank or financial (business and Office occupations); Construction or manufacturing; Government, Utilities (public service); hotel or motel (hospitality and recreation); legal, medical (professional and health occupations); oil or related; and retail or distribution (distribution and marketing).

The Denver Chapter Directory of the Administrative Management Society (AMS) for 1976 was used as one source. However, the members of the Denver AMS Chapter are not restricted to the metro area, but include people and companies from throughout the Rocky Mountain region. Additionally, the Yellow Page directories from various Colorado and Wyoming telephone books were also used.

Four companies from each classification were randomly selected, within the geographic and community size parameters, or two companies per cluster per state, for a total of 40 companies, with 20 from Colorado and 20 from Wyoming.

High school students and teachers. A letter was mailed to the Colorado Business and Office Education Supervisor on February 5, 1976, requesting a list of Colorado vocational programs wherein schools were to be designated that offer cooperative office experience, simulated office experience, both and neither. From

this directory a random sample was made to include equal representation from each of the four student categories. An effort was made to provide a sampling of schools from different community sizes, ranging from less than 1,000 to over 75,000 in population.

To obtain an equal group from the State of Wyoming, the investigator verified business education program categories with Church's (1975) Wyoming Curriculum Survey, and with the 1976 Wyoming State BOE Directory. For the SOE student groups in both states, only those having used Gregg's Lester-Hill simulated model office program for 12 weeks or more were selected.

Each high school group chosen from the stratified random sampling in both states were sent packets of questionnaires. In each bundle was a teacher questionnaire and the number of student questionnaires needed. Both high school teachers and students were thus selected via the process named heretofore.

Teacher educators and future teachers. The NABTE Directory from the Business Education Forum was used to obtain a sampling of institutions represented in the Mountain-Plains region that are members of the National Association of Business Teacher Educators. The following states were selected: Colorado, Idaho, Montana, Nebraska, Utah and Wyoming.

Teacher educators listed in the directory from these states were asked to administer the teacher questionnaire to the future teachers enrolled in Methods of Teaching Business Education classes. Teacher educators responsible for the Methods classes were also asked to respond.

An effort was made to include institutions from a wide range of community sizes, including Denver and Lincoln, Nebraska. However, no determination could be made to see that future teachers ernolled in metro center institutions also represented a wide range of community sizes.

Developing the Research Tool(s)

The basic instrument used in the survey was developed by the investigator over a six-month period during 1972-73. Following numerous reactions from assorted panels composed of psychologists and sociologists, among others, the instrument was subsequently modified to eliminate statement ambiguities, vocabulary complexities, and questionable items.

The questionnaire was then submitted to five vocational office education classes in Minnesota and North Dakota and to office personnel from ten companies. Items were summarized, the means and standard deviations computed and the data submitted to a factor analysis. As a result of the factor analysis, it was determined that more data was necessary to ascertain definitive subscales. Additional data was then collected from approximately 400 respondents, including four student groups and office employees, with a second factor analysis conducted.

The research tool, as revised, was accepted by a panel of five, and copyrighted in 1973.

For the Rocky Mountain study, the instrument was again modified, as follows:

1. The items from the seventh and eighth subscales were eliminated because it was determined that these factors were the least definitive for the current study. Statements intended to reinforce the first two factors, Self-Actualization/Upward Mobility and Need for Security were added, with the same guidelines used for developing the original instrument. Additionally, the criteria which were summarized by Edwards (1957) for the editing of statements to be used in the construction of attitude scales were applied in the development of these new questionnaire items.

2. The human relations problem-solving portion (Section 3) of the 1973 instrument was omitted. This was determined because of time constraints in responding to the questionnaire and because of the lack of significantly different responses obtained from Church's (1973) study, "The Influence of Selected Educational Experiences on Perceptions of Office Environment."

3. The original instrument contained seven Work Ethic and seven Social Ethic characteristics. Two traits from each of these groups were retained, Speedy Office Skills, Businesslike; and Friendly, Polite. The additional 20 traits were selected from various sources related to Leadership/Upward Mobility and Follower/Need for Security, reflecting readings from the Related Literature chapter. The objective was to strengthen and reinforce the data obtained from factors one and two. The lists of characteristics were presented to a reaction panel for confirmation of categories, and accepted with few modifications in the spring of 1976.

The Q-sort method was used for the 24 characteristics. That is, respondents received with the questionnaire a packet of 27 pre-cut squares. The first three were titled, "Most Important, Average Importance, Least Important." The instructions requested participants to sort once, placing the remaining 24 squares (characteristics) into three stacks, under each of the above three headings. The second sorting required ranking each of the three stacks into sequential order of importance. Finally, the square letters, identifying each trait, were recorded in the spaces provided on the questionnaire sheet.

Demographic data for each of the three sub-set groups differed, as did the opening statement. Otherwise, the 40 items on the Likert scale and the traits were the same for all respondents (Appendix A).

Goal Survey: Pre- and Post-Administration Instrument. The questionnaires given to the classroom action group in the spring of 1977 were developed by Humburg, using materials from career guidance and goal-setting sources, and based on experiences with career exploration in Kansas in developing the Project Explore career materials (Appendix B).

Data Collection

Office Personnel. Long-distance calls were initiated to ascertain positive statements about participating in the study, because of the necessity to retain the specific representative

sampling by state, community size and career cluster intended in the research design. Of the 20 companies contacted in Colorado and Wyoming, each manager received a cover letter, one questionnaire for him/herself and two questionnaires for employees. Three postage-paid return envelopes were included per packet to assure confidentiality and anonymity. The cover letters and questionnaires were mailed on May 5, 1976 (Appendix C).

High School students and teachers. Each high school teacher selected from the stratified random sampling in both states was telephoned to obtain positive participation statements. Again, a range of community sizes and geographic distribution was used, although no communities exist in Wyoming with over 75,000 people. Seven Colorado and six Wyoming schools participated in the study, with a total of 13 teachers and 204 high school students. Because all of those who indicated they would participate did in fact respond, it can be said that the rate of returns from both high school students and their teachers was 100 percent.

As with the office personnel, teachers received packets that included a cover letter (Appendix C), and enough questionnaires to administer to the student groups in classes. Teachers responded to their own questionnaire, and all were returned in one bundle. Packets were mailed on April 5, 1976.

Teacher educators and future teachers. Selected teacher educators were telephoned to verify feasibility of participation; i.e., that Methods classes were in session, that future teachers

were available (not off campus on student teaching assignments, etc.), and that responses would be forthcoming.

Covering letters were mailed on April 5, 1976 (Appendix C), with each bundle of questionnaires. Separate questionnaires for teachers and future teachers were included in the packages (although the instruments were identical), and again teachers were asked to administer the questionnaires, this time in Methods of Teaching Business Education classes.

Responses from the three sub-set groups. Questionnaires were returned from 100 percent of the participating high school students and their teachers, and from 92 percent of the teacher education institutions. Due to mail loss and the inavailability of some future teachers, not all institutions of higher education returned the questionnaires. However, telephone calls or letters confirmed the causes. By the time the mail problem was solved, some future teachers had left campus for the summer.

A total of 204 high school students participated in the study, plus 13 high school teachers; 14 teacher educators and 54 future teachers. The high school groups were taken from Coloardo and Wyoming, while the teacher educators and future teachers were selected from Colorado, Idaho, Montana, Nebraska, Utah and Wyoming.

Of the 40 companies receiving questionnaire packets, 28 managers responded for a 70 percent return. Of the 80 employees receiving questionnaires, 75 responded, for a 93.7 percent return. The data breakout by sex was Office personnel, 69.9 percent female

and 29.1 percent male; High school students, 94 percent female and 6 percent male; and Teachers, 65.4 percent female and 34.6 percent male.

Coding and Analysis of the Data

The coding of returned questionnaires began during the summer of 1976 and continued into the fall by recording data on Fortran sheets. These were verified by research assistants and sent to the University of Wyoming's Computer Center for keypunching.

Statistical analyses applied in this study included the determination of the means and standard deviations for each of the nine groups, as well as a test to determine the significant difference between the eight population groups with that of office employees, and between and among the occupational groups with opposite sexes, and across occupational lines with members of the same sex.

The analysis was conducted via the Statistical Package for the Social Sciences (SPSS), using stored data analysis programs.

The intra-group comparisons, following the first eight comparisons in which the office employees served as the control group, included:

1. Cooperative Office Experience (COE) students with Simulated Office Experience Students (SOE),

2. COE/SOE students with those trained through traditional and/or single-concept Business and Office Education (BOE) classes,

3. Teacher educators and future teachers with high school teachers,

4. Female office employees with male employees,
5. Female managers with male managers,
6. Female students with male students,
7. Female teachers with male teachers,
8. Female employees with male managers,
9. Female employees with female teachers,
10. Female employees with female students, and
11. Female students with female teachers.

CHAPTER IV

EMPIRICAL RESULTS

The results of the questionnaire survey of nine population groups are reported hereinafter, including demographic data, responses on six factors gleaned from the 40 Likert-scale items, and results from the 24 characteristics.

The six factors emerged from the 40 items on the questionnaire, each of which began with, "If I were working in an office, I would expect..." Under this category, the factors were: (1) Opportunities for self-actualization and upward mobility, (2) Need for security, (3) Work Ethic policies of the company, (4) Work Ethic self-orientation, (5) Awareness of current office practices, and (6) Awareness of office and business policies.

The 24 characteristics, cross-referenced with four (4) of the six (6) factors, were grouped under four areas: (1) Self-actualized/upward mobility tendencies, (2) Follower-Need for security, (3) Work Ethic and (4) Social Ethic. In several cases, some characteristics over-lapped, particularly in the first and third groups--Self-actualized and Work Ethic.

The nine groups in the population consisted of Office Personnel--both (1) employees and (2) managers; High school Students--(1) those with Cooperative Office Experience (COE), (2) those with both Cooperative and Simulated Office Experience

(COE/SOE), (3) those Business and Office Education (BOE) students with no background in either COE or SOE, and (4) those students with Simulated Office Experience (SOE) only; and the Teacher Groups--(1) high school teachers (2) teacher educators, and (3) future or preservice teachers.

With the exception of two teacher groups, the population was drawn from two states, Colorado and Wyoming. An equal number of industries and schools from each state was polled, but because of the Denver metropolitan area, the size of both classes and office staffs produced a greater number of individual respondents from Colorado than from Wyoming.

Teacher educators and future teachers enrolled in Methods of Teaching Business Education classes were drawn from a six-state area, including Colorado, Idaho, Montana, Nebraska, Utah and Wyoming.

Demographic Data

Of the three major groups, 103 office personnel participated in the study, 204 students, and 81 teachers; for a total of 388 survey participants. Of this number, 318 (81.9%) were female and 70 (18.1%) were male (Table I).

TABLE I

DISTRIBUTION OF OFFICE PERSONNEL, HIGH SCHOOL STUDENTS AND TEACHERS BY SEX

Population	No.	Sex	
		Female	Male
Office Employees	75	63 (84%)	12 (16%)
Office Managers/Employers	28	10 (35.7%)	18 (63.3%)
Total Office	103	73 (69.9%)	30 (29.1%)
High School Students			
COE[1]	40	39 (97.5%)	1 (2.5%)
COE/SOE[2]	23	22 (95.7%)	1 (4.3%)
BOE[3]	82	75 (91.5%)	7 (8.5%)
SOE (only)[4]	59	56 (94.9%)	3 (5.1%)
Total High School Students	204	192 (94%)	12 (5.8%)
High School Teachers	13	9 (69.2%)	4 (30.8%)
Teacher Educators	14	8 (57.2%)	6 (42.8%)
Future Teachers	54	36 (66.7%)	18 (33.3%)
Total Teachers	81	53 (65.4%)	28 (34.6%)
Total Population	388	318 (81.9%)	70 (18.1%)

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only.

Of the 40 managers who received the questionnaire, 28 (70%) responded. Two questionnaires for office employees were mailed to each of the 40 companies, with 75 of the 80 responding, for a total of 94 percent. All schools (teachers and students) who agreed via telephone to participate in the study returned the questionnaires, for a 100 percent return. This number may of course be somewhat inaccurate, since no effort was made to ascertain that

100 percent of the students were present on the day the questionnaire was administered via group participation.

A representative sample of community sizes was included from which the participants were chosen, ranging from communities with populations of less than 1,000 to those over 75,000. Approximately one-third of the office personnel were employed in metropolitan areas, as well as 87 percent of the BOE students. Another 40 percent of office people worked in towns ranging in size from 20,000 to 75,000. On the other hand, 85 percent of future teachers came from towns no larger than 5,000 people (Table II).

Job Titles of Office Personnel

Of the job titles held by workers, 67,8 percent were employed in the most typical jobs for which high school business and office programs expect people to enter, namely; secretaries (25.3%), clerk-typists (18.6%), bookkeeping or accounting clerks (16%), and receptionists (6.7%). Managers employed in those positions to which office employees may aspire included office managers (35.7%), business managers (25%) and supervisors (7.1%) (Table III).

Career Clusters--Type of Companies Represented

A carefully stratified random sample, including initial telephone contacts to ascertain participation, was conducted to provide consistent representation of at least ten different types of industries, with equal distribution between Wyoming and Colorado. Table IV illustrates the distribution via career cluster or type of industries who participated in the study.

TABLE II

DISTRIBUTION OF OFFICE PERSONNEL, HIGH SCHOOL STUDENTS AND TEACHERS BY COMMUNITY SIZE

	Less than 1,000		1,000-5,000		5,000-10,000		10,000-20,000		20,000-75,000		Over 75,000	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Office Employees	1	1.3	6	8.0	6	8.0	6	8.0	29	38.7	25	33.3
Office Managers	--	----	2	7.1	2	7.1	2	7.1	9	32.1	11	39.3
H.S. Students												
COE[1]	2	5.0	--	----	9	22.5	--	----	25	62.5	4	10.0
COE/SOE[2]	--	----	7	30.4	--	----	7	30.4	8	34.8	--	----
BOE[3]	9	11.0	1	1.2	--	----	--	----	--	----	72	87.7
SOE[4]	8	13.6	8	13.6	--	----	33	55.9	10	16.9	--	----
Teachers												
H.S. Teachers	3	23.1	2	15.4	1	7.7	3	23.1	3	23.1	1	7.7
Teacher Educators	--	----	2	14.3	--	----	4	28.6	6	42.8	2	14.3
Future Teachers	1	1.9	46	85.2	4	7.4	1	1.9	2	3.7	--	----
	24	6.3%	72	18.9%	22	5.8%	56	14.7%	92	24.2%	115	30.1%

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only.

TABLE III

JOB TITLES OF OFFICE PERSONNEL

Employee	No.	%	Manager	No.	%
Secretary	19	25.3	Para-Legal	1	3.6
General Office Clerk-Typist	14	18.6	Controller	2	7.1
Bookkeeper or Accounting Clerk	12	16.0	Business Mgr.	7	25.0
Supervisors or Middle-Management	12	16.0	Office Manager	10	35.7
Receptionist	5	6.7			
Salespeople	5	6.7			
DP	3	4.0			
Cashier	2	2.7			
Accountant	2	2.7			
Manager	1	1.3			

TABLE IV

CAREER CLUSTERS (TYPE OF COMPANIES)
IN WHICH OFFICE EMPLOYEES/MANAGERS WORKED

	Employee		Manager	
	No.	%	No.	%
Bank or Financial	4	5.3	2	7.1
Construction or Mfg.	7	9.3	2	7 1
Government	8	10.7	4	14.3
Hotel/Motel	7	9.3	3	10.7
Insurance/Realestate	9	12.0	5	17.9
Legal	9	12.0	3	10.7
Medical	6	8.0	1	3.6
Oil or Related	6	8.0	2	7.1
Retail/Distributor	7	9.3	2	7.1
Utility	9	12.0	4	14.3
Miscellaneous	3	4.0	0	----

Years Employed By the Company

Table V represents a comparison of employees with managers for years spent with the same company, that which was contacted for the study. While 44 percent of employees had been with the company a year or less, compared to 17.9 percent of managers, five employees had over 11 years of tenure, compared to two managers, with no managers having worked more than 20 years (workers, 2.6% had this length of service).

TABLE V

OFFICE EMPLOYEES AND MANAGERS' YEARS WITH SAME COMPANY

Years	Employees		Managers	
	No.	%	No.	%
Less Than One Year	3	4.0	0	0
One Year	30	40.0	5	17.9
2-3 Years	22	29.4	8	28.5
4-5 Years	5	6.7	6	21.4
6-10 Years	10	13.3	7	25.0
11-19 Years	3	3.9	2	7.2
20 Years & Over	2	2.6	0	0

Cooperative or Simulated Office Experience

Table VI verifies that the Cooperative Office Experience (COE) student group included no students with Simulated Office Experience (SOE) background and vice versa, and that Business and Office Education (BOE) only students had had neither. Moreover, future teachers also responded to this question, with 30 percent having

had COE, 1.9 percent SOE, and 68.1 percent with neither cooperative nor simulated office experience background.

TABLE VI

HIGH SCHOOL STUDENTS AND FUTURE TEACHERS WITH COOPERATIVE OR SIMULATED OFFICE EXPERIENCE

Population	Total No.	COE No.	COE %	SOE No.	SOE %	NEITHER No.	NEITHER %
H. S. Students							
COE[1]	40	39	97.5	--	----	1	2.5
COE/SOE[2]	23	21	91.3	23	100.0	--	----
BOE[3]	82	--	----	--	----	82	100
SOE[4]	59	--	----	59	100.0	--	----
Future Teachers	54	16	30.0	1	1.9	37	68.1
	258	76	29.5%	83	32.2%	120	46.5%

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

ANALYSIS OF SIX FACTORS

Factor Opportunities for Self-Actualization/Upward Mobility

Items on all questionnaires were directed toward the office environment as perceived by employees. That is, managers were asked: "If you were supervising office workers, you would expect. . ." Thus, the significant difference between office workers and managers on the factor, "Opportunities for Self-

Actualization," indicates that employees as a group believe that they have less opportunity for challenging work and more responsibility than the managers perceive. Mean scores were 3.23 and 3.52, with a significant difference of .005.

The perceptions of BOE students or simulated experience alone, and future teachers, as indicated by mean scores of 3.39, 3.42 and 3.52, also represented a significant difference on the Opportunities for Self-Actualization factor.

Descriptive of questionnaire items emerging on this factor were: ("In an office I would expect...") to have a chance to get ahead; to have the kind of work to do that would make me feel important; to have a chance to plan and organize my work day, so long as I met assigned deadlines; that my job would make me feel well respected in the community; to be given a lot of different things to do; to make a good salary.

All respondents reported higher mean scores than employees (3.23), with the exception of teacher educators (3.18), who scored 2 percent lower than workers (Table VII).

Factor: Need for Security

There was a significant difference between the scores of office employees, 3 student groups, and 2 teacher groups on the factor, "Need for Security by Office Workers." High school teachers' and future teachers' mean scores (3.14 and 2.93), and students who were trained via BOE (2.92), simulation (SOE--2.96),

TABLE VII

COMPARISON OF MANAGERS, STUDENTS AND TEACHERS WITH EMPLOYEES ON THE FACTOR: OPPORTUNITIES FOR SELF-ACTUALIZATION/UPWARD MOBILITY OF OFFICE WORKERS

	Mean	Standard Deviation	Value	Degree of Freedom	2-T Problem	No.
Employees	3.23	.4530				75
Managers	3.52	.4156	-2.85	101	.005*	28
H.S. Students						
COE[1]	3.30	.4959	-.73	113	.465	40
COE/SOE[2]	3.27	.3769	-.29	95	.772	22
BOE[3]	3.39	.4754	-2.05	155	.043*	82
SOE[4]	3.42	.4243	-2.33	133	.021*	58
Teachers						
H.S. Teachers	3.31	.3285	-.59	86	.559	13
Teacher Educators	3.18	.4878	-.21	85	.837	14
Future Teachers	3.52	.4108	-3.61	127	.000*	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only
*Significant difference at the .05 level

and students with both simulated and cooperative experience (COE/SOE--2.98), appeared to have less perception about office workers' need for security than did cooperative students (COE--2.90) and teacher educators (2.78). Employees reported a negative need for security, with a mean score of 2.78 (Table VIII).

Representative Likert-scale items from this factor include: ("In an office I would expect...") it would be easier to change jobs within one company than to change companies; to be given the kinds of jobs I can do easily without much thinking; to do the same kinds of routine work every day; if I make a bad mistake and no one could find out who was responsible I would keep quiet about it.

Factor: Willingness to Accept Work Ethic Policies

High scores (above 3.0) on items included in the Work Ethic Policies factor indicated a willingness of workers to accept company expectations. Moreover, the belief by workers that managers expect more from employees than managers actually do is supported by the significant difference of scores between these two groups (.013; mean for workers--3.18; managers--2.95).

Low scores (below 3.0) on Likert-scale items on this factor would have produced the antonym of the Work Ethic definition, or an indication that employees are more Social Ethic conscious than they are.

Three student groups' scores also showed a significant difference between employees' and students' perceptions of the office environment in terms of work policy expectations, including students with:

TABLE VIII

COMPARISON ON THE FACTOR: NEED FOR SECURITY BY OFFICE WORKERS

	Mean	Standard Deviation	True Value	Degree of Freedom	2-Tail Problem	No.
Employees	2.78	.3260				75
Managers	2.76	.3570	.45	101	.652	28
H.S. Students						
COE[1]	2.90	.3459	-1.73	113	.086	40
COE/SOE[2]	2.98	.3865	-2.36	95	.020*	22
BOE[3]	2.92	.3401	-2.51	155	.013*	82
SOE[4]	2.96	.3667	-2.97	131	.004*	58
H.S. Teachers						
H.S. Teachers	3.14	.2674	-3.68	86	.000*	13
Teacher Educators	2.78	.2771	.01	85	.994	14
Future Teachers	2.93	.3361	-2.50	127	.014*	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

* Significant difference at the .05 level

Cooperative office experience (mean 3.33), BOE students (3.35) and simulated students (SOE--3.32).

Only those students who had had both COE/SOE and all three teacher groups evidenced no significant difference at the .05 level, when compared with workers (Table IX).

Work Ethic items, that would have produced Social Ethic needs, if scores had been low, included: ("In an office, I would expect. . .") to do my work even if other employees are visiting; the boss would frown on letting me off for work for a hair appointment or a friend's wedding; that if I enjoy my work it doesn't matter if my coworkers are not a lot of fun; personal phone calls would be forbidden except in cases of emergency.

Factor: Work Ethic Self-Oriented

There was no significant difference on this factor between office employees' self-expectations and those perceptions of any of the groups in terms of Work-Ethic Self-Orientation. The three groups reporting mean scores below that of employees (3.12), however, were students with both cocperative and simulated experience (COE/SOE--2.99), high school teachers (3.06) and teacher educators (2.86) (Table X, page 71).

Items representative of this factor were ("In an office, I would expect. . . ") to dread going to work if my skills were not very good; that acceptance by my coworkers would be less important than succeeding on the job; there is no reason for the company to

TABLE IX

COMPARISON OF MANAGERS, STUDENTS AND TEACHERS WITH EMPLOYEES ON THE FACTOR: WILLINGNESS BY OFFICE WORKERS TO ACCEPT WORK ETHIC POLICIES

	Mean	Standard Deviation	True Value	Degree of Freedom	2-Tail Problem	No
Employees	3.18	.4061				75
Managers	2.9	.4172	2.54	101	.013*	28
H.S. Students						
COE[1]	3.33	.3239	-1.99	113	.049*	40
COE/SOE[2]	3.32	.3575	-1.47	95	.146	22
BOE[3]	3.35	.4084	-2.56	155	.012*	82
SOE[4]	3.32	.3448	-2.10	131	.038*	58
Teachers						
H.S. Teachers	3.26	.3169	-.66	86	.512	13
Teacher Educators	3.18	.4878	-.03	85	.972	14
Future Teachers	3.25	.3179	-1.06	127	.292	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

* Significant difference at the .05 level

TABLE X

COMPARISON OF THE FACTOR: WORK ETHIC SELF-ORIENTED

	Mean	Standard Deviation	True Value	Degree of Freedom	2-Tail Problem	No.
Employees	3.12	.5179				75
Managers	3.04	.4429	.74	101	.463	28
H.S. Students						
COE[1]	3.13	.4783	-.16	113	.874	40
COE/SOE[2]	2.99	.4035	1.05	95	.146	22
BOE[3]	3.12	.4828	.04	155	.966	82
SOE[4]	3.17	.4991	-.58	131	.560	82
H.S. Teachers						
H.S. Teachers	3.06	.3344	.42	86	.674	13
Teacher Educators	2.86	.5056	1.60	85	.114	14
Future Teachers	3.15	.4122	-.37	127	.715	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

have social activities, because we are here to work--not to have a good time.

As with the Work-Ethic Company Policies factor, low mean scores on the personal work-ethic factor would have indicated that groups were more Social Ethic conscious than vice versa (Table X, page 71).

Factor: Awareness of Current Office Practices

With the exception of managers (3.73), all groups reported mean scores higher than those of office employees (3.77). There was a significant difference between employees and two (2) student groups, namely those with business and office education (BOE) only (mean--4.04; significant difference level of .002) and those with simulated experience only (SOE--4.02; .014), Table XI, page 73.

Descriptive of questionnaire items evidenced on this factor were: ("In an office, I would expect . . .") to help other employees on job duty deadlines; I would have to find out a lot of things on my own; that the accounting department would be using data processing or computerized equipment; that word processing equipment would be used; that the filing system . . . might need re-doing.

Willingness to Accept Current Office Policies

There was a significant difference between only two (2) groups on this factor, namely office employees (mean, 3.85) and managers (3.54), with the level of difference reported at the .05 level (Table XII, page 74).

TABLE XI

COMPARISON OF THE FACTOR: AWARENESS OF CURRENT OFFICE PRACTICES

	Mean	Standard Deviation	True Value	Degree of Freedom	2-Tail Problem	No
Employees	3.77	.6135				75
Managers	3.73	.5179	.32	101	.747	28
H.S. Students						
COE[1]	3.92	.4363	-1.32	113	.190	40
COE/SOE[2]	3.91	.5539	-.92	95	.358	22
BOE[3]	4.04	.4359	-3.11	155	.002*	82
SOE[4]	4.02	.4818	-2.48	131	.014*	58
Teachers						
H.S. Teachers	4.00	.5000	-1.25	86	.213	13
Teacher Educators	4.02	.6781	-1.27	85	.206	14
Future Teachers	3.92	.4092	-1.48	127	.141	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

* Significant difference at the .05 level

TABLE XII

COMPARISON OF THE FACTOR: WILLINGNESS TO ACCEPT CURRENT OFFICE POLICIES

	Mean	Standard Deviation	True Value	Degree of Freedom	2-Tail Problem	No.
Employees	3.85	.3826				75
Managers	3.54	.3079	3.89	101	.000*	28
H.S. Students						
COE[1]	3.78	.3189	1.01	113	.314	40
COE/SOE[2]	3.68	.3897	1.79	95	.077	22
BOE[3]	3.77	.3835	1.24	155	.218	82
SOE[4]	3.93	.3729	-1.20	131	.231	58
Teachers						
H.S. Teachers	3.79	.3508	.52	86	.605	13
Teacher Educators	3.72	.4857	1.03	85	.306	14
Future Teachers	3.78	.3174	1.05	127	.294	54

(1) Students with background in Cooperative Office Experience
(2) Students with background in both Cooperative and Simulated Office Experience
(3) Students with Business and Office Education, but no capstone experience
(4) Students with Simulated Office Experience only

* Significant difference at the .05 level

With the exception of high school students with simulated experience only (SOE--3.93), all other groups reported mean scores below the employees (3.85).

Indicative of Likert-scale items within this factor were: ("In an office, I would expect. . ") to be on time no matter how efficient I am; that the boss would fire me if I were absent often; to complain about unfair practices, because things can be changed; to do non-clerical work, such as run errands, serve coffee . . . .

Factor Items and Data Cross-Referenced

From the factor analysis, several items emerged as closely overlapping. That is, some Likert-scale responses are represented in the data for more than one factor, such as Items 21 and 23, under both Current Practices and Current Policies (that computerized and word processing equipment would be used in offices).

The expectation of ". . . to have a chance to get ahead"(No. 31) was also reported on two factors: Opportunities for Self-Actualization/Upward Mobility and on Current Office Policies; and ". . . to have a chance to plan and organize my work day. . ." emerged for the Self-Actualization factor as well as on Work-Ethic Policies.

Data obtained from the first four factors (Self-Actualization, Security, Work Ethics--Company and Personal) are also cross-referenced with the 24 characteristics. For instance, evidence is reinforced that the need for security by office workers appears less than that which some population groups (in this study) have

perceived the need to be. Work Ethic and Social Ethic (the reverse of the former) responses overlap, and Upward Mobility needs and aspirations (reinforcing the Self-Actualization factor) are also reported.

ANALYSIS OF 24 CHARACTERISTICS

Traits Group: Self-Actualization/Upward Mobility

Of the 11 characteristics typifying leaders and those who have managerial aspirations, 8 traits also appropriately identify people who seek self-actualization on their current jobs. M, S, and 7, for instance, may be more applicable to those with upward mobility desires: Persuasive, Likes to supervise people, and Ambitious.

Except for Z--Ambitious, the mean scores for managers were higher than those reported for employees (on 10 items), including C--Listens to opinions, and M--Persuasive. Four traits are also indicative of people who are self-motivated or Work-Ethic oriented (Table XIII, page 77.)

Significant differences were recorded by the employees and managers on C--Listens to opinions (means of 10.71 and 8.1; significant difference level of .025), and M--Persuasive (18.8 and 14.2; significant difference .000), and on S--Supervision (17.93 and 14.46; significant difference at the .014 level).

Since respondents ranked the traits on a scale of 1-24, using the Q-sort technique, the lower the mean score, the higher the trait was listed, in comparison to other groups' opinions about importance or emphasis.

TABLE XIII

COMPARISON OF MANAGERS, STUDENTS AND TEACHERS WITH OFFICE EMPLOYEES ON SELF-ACTUALIZATION AND UPWARD MOBILITY BY MEAN AND SIGNIFICANT DIFFERENCES

Population	No.	C[1]	F[7]	G	J[7]	L	M	R	S	V[7]	W	Z
Employees	75	10.71	6.48	7.10	11.30	9.37	18.8	14.70	17.93	9.24	14.19	7.87
Managers	28	8.1[2*]	5.93	7.82	9.26	8.36	14.2*	14.54	14.46*	7.21	10.54	8.46
H.S. Students												
COE[3]	40	11.40	8.00	9.28*	15.35	12.93*	19.48	16.33	21.25*	11.56	16.13	7.33
COE/SOE[4]	22	12.32	8.64	8.09	14.41*	15.14*	20.05	16.68	20.55*	13.18*	15.9	4.68*
BOE[5]	82	10.42	8.87*	8.96	14.58*	14.45*	19.28	17.65*	19.72*	12.82*	14.34	7.98
SOE[6]	58	11.00	8.37*	8.22	14.72*	14.28*	18.19	14.70	19.75*	11.00	15.66	7.88
Teachers												
H.S. Teachers	13	14.15*	6.23	6.54	14.58*	11.15	20.46	14.54	19.31	9.92	13.17	9.85
Teacher-Educators	14	7.83	3.67	4.50	12.50	7.58	15.5*	12.83	15.58	5.83	12.33	10.92
Future Teachers	54	12.65*	5.72	6.94	13.17*	12.02*	17.07*	13.704	15.48*	9.02	13.04	5.43*

1. C. Listens to people's opinions
   F. Good at Planning & Organizing (7)
   G. Self-Confident
   J. Makes Suggestions for Improvement (7)
   L. Poised during crises
   M. Persuasive
   R. Aware of Interdepartmental Relationships
   S. Likes to supervise people
   V. Challenged by difficult jobs (7)
   W. Likes to make decisions
   Z. Ambitious (7)
2. * Significant Difference at the .05 level
3. Cooperative Office Experience
4. Both COE & SOE Exp.
5. Bus. & Office Ed. Students with neither COE or SOE
6. Simulated Office Exp.
7. Also indicative of Work Ethic tendencies.

The most traits reporting a significant difference was recorded as between employees and BOE students, and employees and future teachers; each with 6 characteristics at the significant level of difference; followed by COE/SOE with 5 differing traits, SOE with 4, COE with 3; and high school teachers with 2. Teacher educators differed from employees at the significant level on but one characteristic, M--Persuasive (mean, 15.5, significant difference level of .029) (Table XIII, page 77).

Traits Group: Follower/Need for Security

There were significant differences between employees and managers on four characteristics in this group, namely: K--Follows instructions (6.26 and 8.21), T--Good follower (20.06, 20.18), U--Speedy office skills (10.57, 13.71), and X--Follows company policies without question (17.18, 20.04).

The most significant difference on characteristics of groups compared with employees occurred with SOE students on 5 traits, followed by COE and BOE on 4 traits, COE/SOE and future teachers with 3 traits. Neither teacher educators nor high school teachers differed at a significant level from employees on any characteristics.

Employees ranked 3 of the Follower traits in the top 50 percent (Follows instructions, Speedy office skills, and Quietly productive). Otherwise, the Follower/Need-for-Security group appeared in the bottom third of the list of possible traits that

workers would like to have said about them in a letter of recommendation.

All four student groups differed significantly from employees on 3 traits, B--Willing to start at bottom; T--Good follower; and X--Follows company policies without question (Table XIV, page 80).

Traits Group: Social and Work Ethics

There was no significant difference on the ranking of 5 Social Ethic and one (1) Work Ethic traits, when managers or teacher educators were compared with employees. BOE students evidenced the most difference from office employees, with a significant level on the ranking of 4 traits, namely: A--Pleasant to be around; H--Friendly; Y--Polite; and O--businesslike (Work Ethic). The BOE students indicated that each of the Social Ethic traits were more important to them than did the employees, while the Work Ethic trait was less important.

High school teachers and future teachers differed significantly from employees on two (2) traits: H--Friendly, and N--Well-liked by coworkers for high school teachers; and A--Pleasant and N--Well-liked for future teachers. Both teacher groups placed more importance on these Social Ethic traits than did the employees.

COE and COE/SOE students differed significantly from employees on but a single trait, placing more importance on being Y--Polite than did the office workers (Table XV, page 81).

TABLE XIV

COMPARISON OF MANAGERS, STUDENTS AND TEACHERS WITH OFFICE EMPLOYEES ON 7 FOLLOWER/NEED-FOR-SECURITY CHARACTERISTICS

Population	No.	B[1]	D[7]	K	Q	T	U	X
Employees	75	17.84	10.65	6.26	13.19	20.06	10.57	17.18
Managers	28	19.75	11.59	8.21[2]*	15.61	20.18*	13.71*	20.04*
H.S. Students								
COE[3]	40	13.08*	11.97	4.88	10.69*	16.00*	8.40	13.40*
COE/SOE[4]	22	14.23*	9.80	5.64	12.38	17.05*	10.27	13.00*
BOE[5]	82	9.47*	12.17	6.14	12.85	17.36*	8.06*	11.93*
SOE[6]	58	14.79*	11.43	6.38	10.76*	15.83*	6.40*	13.50*
Teachers								
H.S. Teachers	13	18.15	11.00	4.62	16.62	20.23	8.46	17.39
Teacher-Educators	14	18.58	14.08	8.25	15.92	21.08	10.92	19.50
Future Teachers	54	18.82	14.60*	9.11*	15.46*	18.94	8.85	17.35

1. B. Willing to Start at Bottom
   D. Quietly Productive w/assignments (7)
   K. Follows instructions well (7)
   G. Good at detailed routine
   T. Good follower
   U. Speedy office skills
   X. Follows company policies without question
2. * Significant difference at the .05 level.
3. Cooperative Office Experience
4. Cooperative Office Experience & Simulated Office Experience
5. Business & Office Education Students
6. Simulated Office Experience
7. Also indicative of Work Ethic Orientation

TABLE XV

COMPARISON OF MANAGERS, STUDENTS AND TEACHERS WITH OFFICE EMPLOYEES ON 5 SOCIAL ETHIC AND 1 WORK ETHIC CHARACTERISTICS

Population	No.	A[1]	H	N	P	Y	(O)
Employees	75	11.69	12.29	14.01	18.75	11.54	9.82
Managers	28	11.82	12.26	15.25	18.46	12.71	11.12
H.S. Students							
COE[3]	40	10.98	10.41	12.95	19.10	8.33[2]*	11.56
COE/SOE[4]	22	10.86	9.73	12.77	16.18	7.46*	11.36
BOE[5]	82	9.47*	10.05*	12.35	18.36	8.62*	12.07*
SOE[6]	58	12.02	10.14*	14.32	19.66	9.33*	12.32*
Teachers							
H.S. Teachers	13	9.62	7.23*	8.69*	18.46	8.46	11.39
Teacher Educators	14	11.08	14.92	11.92	19.75	14.00	10.92
Future Teachers	54	9.78*	10.80	11.80*	18.20	11.70	10.67

1. Definitions
   - A. Pleasant to be around
   - H. Friendly
   - N. Well-Liked by Co-workers
   - P. Attractive
   - Y. Polite
   - (O) Businesslike (Work Ethic)

2. * Significant difference at the .05 level.
3. Cooperative Office Experience
4. Cooperative Office Experience & Simulated Office Experience
5. Business & Office Education
6. Simulated Office Experience

INTRA-GROUP (SUB-SETS) COMPARISONS ON FACTORS AND CHARACTERISTICS

Comparison of High School Students Between and Among Four Groups

When COE/SOE students were compared with BOE students on the six (6) factors, there were no significant differences reported. There was one difference, that of "Awareness of Office Policies," when COE students were compared with SOE students, however (means of 3.78 and 3.93). With the latter two groups there were no significant differences reported on any of the 24 characteristics.

On the other hand, COE/SOE students appeared more ambitious (Z) than BOE students, with respective mean scores of 4.68 and 7.98 recorded for this trait.

Comparison of Teacher Educators and Future Teachers With High School Teachers

Both teacher educators and future teachers differed from high school teachers on the factor, "Need for Security," with the latter group reporting a higher mean (3.14; and 2.78 and 2.93 reported respectively). Table XVI indicates only those traits (of 24) on which there was a significant difference between high school teachers and future teachers or teacher educators.

TABLE XVI

COMPARISON OF TEACHER EDUCATORS AND FUTURE TEACHERS WITH HIGH SCHOOL TEACHERS ON 8 CHARACTERISTICS
(Mean Scores)

Characteristic	High School Teachers	Teacher Education	Future Teachers
Self-Actualization/Upward Mobility:			
C. Listens to people's opinions	14.15	7.83*	12.65
V. Challenged by difficult jobs	9.92	5.83*	9.02
M. Persuasive	20.46	15.50*	17.07*
Z. Ambitious	9.85	10.92	5.43*
Follower/Need for Security:			
D. Quietly productive	11.00	14.08	14.60*
K. Follows instructions well	4.62	8.25*	9.11*
Social Ethic:			
H. Friendly	7.23	14.92*	10.80*
Y. Polite	8.46	14.00*	11.70*

*Mean scores on which there was a significant level of difference (from the scores of high school teachers) at the .05 level.

COMPARISONS BETWEEN AND AMONG

GROUPS BY SEX

When responses were compared within like population groups, yet with a female to male data breakout, there appeared few significant differences. Conversely, female students and female teachers, when compared with female employees, produced numerous differences at the significant .05 level.

Likewise, several differences also emerged on both the factor analysis and the characteristics, when male managers' responses were compared to those of female employees.

Occupation and perhaps age levels (generation/maturity gap) may thus have made more difference to the perceptions, self-awareness and aspirations of respondents than the sex differential.

Female and Male Employees Compared

There was no significant differences, for instance, on any of the six (6) factors on responses from the 63 female and 12 male employees. Yet, of the 24 characteristics, the .05 level of difference appeared on three (3) traits, two of which were in the Upward Mobility category, and one under Follower/Need for Security. Males responded somewhat higher on the two leadership traits and females on one of the follower traits.

TABLE XVII

FEMALE AND MALE EMPLOYEES COMPARED ON 3 TRAITS: UPWARD MOBILITY AND NEED FOR SECURITY

	Female Employees (Mean)	(#)	Male Employees (Mean)	(#)	Significant Difference Level
C--Listens to people's opinions	11.25	63	8.33	12	.027
M--Persuasive	19.47		15.25		.002
Q--Good at detailed routine	15.45		19.47		.049

(1) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average rankings of any one trait by the group.

Female and Male Managers Compared

Again, when comparing office personnel by sex at the managerial level, there were no significant differences on the six (6) factors,

and few (three--3) on the traits. In this case, however, one significant level of difference occurred in the leadership category and two under Follower (Table XVIII).

TABLE XVIII

FEMALE AND MALE MANAGERS COMPARED ON 3 TRAITS: UPWARD MOBILITY AND NEED FOR SECURITY

Characteristic	Female Employees (Mean)	(#)	Male Employees (Mean)	(#)	Significant Level of Difference
R--Aware of interdepartmental relationships	16.44	10	11.10	18[1]	.007
T--Good follower	17.30		21.56		.037
X--Follows company policies without question	22.60		18.83		.022

(1) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average rankings of any one trait by the group.

Female and Male Students Compared

Despite opposite genders, when female and male students were compared, there were few significant differences. For example, no differences appeared on the six (6) factors, and only two (2) traits showed a significant level, with the following average mean scores recorded from 190 females and 12 male students: G--Self-confident; females--8.41, males--14.00 (significant difference level .006); T--Good Follower; females--16.88, males--12.09 (significant difference level .016).

This confirms a study reported by Ohio State University that at the high school level females are not only more mature, but evidence more self-confidence than their male counterparts as well.

Female and Male Teachers Compared

When opposite genders within the teaching profession were compared, there occurred one significant level of difference out of the six (6) factors, and three (3) differences on traits, with female teachers more security conscious and less aware of current office policies (factors 2 and 6); and male teachers more interested in being pleasant (A), and poised during crises (L). Females, on the other hand, indicated that having Speedy office skills (U) was more important than did males.

TABLE XIX

FEMALE AND MALE TEACHERS COMPARED ON 1 FACTOR AND 3 TRAITS

Factor/Characteristic	Female Employees (Mean)	(#)	Male Employees (Mean)	(#)	Significant Level of Difference
(6) Willingness to comply with, and awareness of company policies	3.72[1]	53	3.90	26	.031
A--Pleasant to be around (also SE)[2]	10.89		8.04[3]		.024
L--Poised during crises	12.08		9.42		.038
U--Speeding office skills	7.66		12.04		.011

(1) The higher mean scores on factors indicates agreement (1=SD; 5=SA)
(2) Also Social Ethic trait
(3) The lower mean scores on characteristics indicates more emphasis That is, traits were ranked from 1-24, using a Q-sort, thus indicating the average ranking of any one trait by the group.

Female Employees and Male Managers Compared

Conversely, when male managers' responses were compared with those of female employees, a wider gap emerged, based on the number of responses significantly different at the .05 level.

Women employees were more Work-Ethic oriented than managers appeared to recognize, as evidenced from both factors 2 and 6; since the items grouped within factors were directed toward employees and what they expected from themselves, as well as what they and managers believed was expected from management.

The comparative responses on leadership (M, S, W) and follower (U, X) traits confirmed the data previously reported on these characteristics.

TABLE XX

FEMALE EMPLOYEES AND MALE MANAGERS COMPARED
ON 3 FACTORS AND 5 CHARACTERISTICS

Factor/Characteristic	Female Employees (Mean)	(#)	Male Employees (Mean)	(#)	Significant Level of Difference
(1) Self-Actualization/ Upward Mobility	3.27[1]	53	3.49	18	.057
(3) Work Ethic Self-Oriented	3.18		2.88		.009
(6) Willingness to comply with company's office policies	3.87		3.53		.001
M--Persuasive	19.47		14.56[2]		.000
S--Likes to supervise people	18.30		13.50		.007
W--Likes to make decisions	9.50		14.40		.005
U--Speedy office skills	10.26		13.67		.058
X--Follows company policies without question	16.86		21.56		.005

(1) The higher mean scores on factors indicates agreement.

(2) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average ranking of any one trait by the group.

COMPARISONS OF FEMALES
ACROSS OCCUPATIONAL LINES

Female Teachers Compared With Female Employees

Although both groups consisted of adult females, the number of apparent differences at the significant .05 level appeared much greater when these women were compared across occupational lines--that of the office clerical with the professional teacher.

The two female groups differed significantly on two (2) factors and on eight (8) characteristics. Women teachers, for instance, produced lower mean scores on Need for security (Factor 2); and placed more emphasis on the Upward Mobility traits of M--Persuasion and S--Supervision.

Conversely, female employees scored higher on the factor, Willingness to comply with company policies (Factor 6); and placed more importance on both Follower/Need for security and the Work Ethic traits of D--Quietly productive and Q--Good at detailed routine. Female teachers rated some traits higher, such as U--Speedy office skills, and N--Well-liked by co-workers (also Social Ethic), which seems to confirm the emphasis placed on these work-scene training areas in business education classroom programs.

TABLE XXI

FEMALE TEACHERS AND FEMALE EMPLOYEES
COMPARED ON 2 FACTORS AND 8 CHARACTERISTICS

Factor/Characteristic	Female Employees Mean	#	Female Teachers Mean	#	Significant Level of Difference
(2) Need for Security	2.79	62	2.96[1]	53	.005
(6) Willingness to comply with Office Policies	3.87		3.72		.022
J. Makes Suggestions for Improvement	11.23[2]		13.38		.026
L. Poised during crises	9.43		12.08		.013
M. Persuasive	19.47		17.77		.039
S. Likes to Supervise People	18.30		15.91		.035
D. Quietly productive[3]	10.31		13.77		.005
Q. Good at detailed routine	12.58		15.60		.008
U. Speedy office skills	10.26		7.66		.044
N. Well-liked by co-workers[4]	14.19		12.08		.033

(1) The higher mean scores on factors indicates agreement.

(2) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average ranking of any one trait by the group.

(3) Work Ethic trait also.

(4) Social Ethic trait.

Female Students and Female Employees Compared

Because many of the high school business and office education students will shortly become office employees--in both cases predominantly female--it was thought pertinent to compare these girl students with their women occupational counterparts.

Three factors produced significantly different mean scores, and there was also a total of 12 out of 24 traits recorded as differing at the significant level. Of the latter, women scored consistently higher than girls on those traits relative to Self-Actualization/Upward Mobility, and in most cases lower on the caregory Follower/Need for Security.

On both of the Social Ethic traits that produced a significant level of difference, the female students ranked these of more importance than their women counterparts.

TABLE XXII

FEMALE STUDENTS AND FEMALE EMPLOYEES COMPARED ON 3 FACTORS AND 12 CHARACTERISTICS

Factor/Characteristic	Female Employees Mean	#	Female Students Mean	#	Significant Level of Difference
(2) Need for security	2.79	62	2.93[1]	190	.005
(3) Awareness of Company Work Ethic Policies	3.18		3.33		.007
(5) Awareness of Current Company Office Practices	3.79		3.99		.006
F. Good at Planning & Organizing	6.18[2]		8.56		.003
J. Makes suggestions for improvement	11.23		14.83		.000
L. Poised during crises	9.43		14.16		.000
O. Businesslike (also WE)[3]	10.03		12.06		.028
R. Aware of interdepartmental relationships	14.80		16.66		.038
S. Likes to supervise people	18.30		20.13		.010
V. Challenged by difficult jobs	9.28		11.99		.005
B. Willing to start at bottom	17.53		13.19		.000
T. Good Follower	20.20		16.88		.000
U. Speedy office skills	10.26		7.77		.009
X. Follows company policies without question	16.86		12.86		.000
Y. Polite (SE)[4]	11.55		8.59		.000

(1) The higher mean scores on factors indicates agreement.
(2) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average ranking of any one trait by the group.
(3) Work Ethic trait also.
(4) Social Ethic trait.

Female Students and Female Teachers Compared

One factor only produced a significant difference at the .05 level when comparing female students with their female teachers. Nevertheless, these two female groups differed on 16 of the 24 characteristics, further evidence of the gap between generations and/or occupations rather than between genders.

The women teachers rated all of the Self-Actualization/Upward Mobility traits higher than their female students. On the contrary, the girls rated all but one Follower/Need for Security traits higher than their female teachers. The exception appeared on Speedy office skills (U), which the teachers ranked higher, confirming earlier evidence of the emphasis business education teachers place on this ability.

Female teachers also rated higher on both Social Ethic traits that appeared at the significant level of difference, namely Friendly (H) and Polite (Y).

TABLE XXIII

FEMALE STUDENTS AND FEMALE TEACHERS COMPARED
ON 1 FACTOR AND 16 CHARACTERISTICS

Factor/Characteristic	Female Students Mean	#	Female Teachers Mean	#	Significant Level of Difference
(3) Awareness & willingness to comply with company work ethic policies	3.33[1]	190	3.22	53	.035
F. Good at planning & organizing	8.56		5.14[2]		.000
G. Self-Confident	8.41		6.42		.042
L. Poised during crises	14.16		12.08		.025
M. Persuasive	19.11		17.77		.049
O. Businesslike (also WE)[3]	12.06		10.11		.044
R. Aware of inderdepartmental relationships	16.66		14.00		.005
S. Likes to supervise people	20.13		15.91		.000
V. Challenged by difficult jobs	11.99		8.91		.001
W. Likes to make decisions	15.55		12.57		.001
B. Willing to start at bottom	13.19		18.88		.000
D. Quietly productive (also WE)	11.63		13.77		.021
K. Follows instructions well	5.82		7.83		.008
Q. Good at detailed routine	11.75		15.60		.000
T. Good follower	16.88		19.30		.013
X. Follows company policies without question	12.86		16.98		.000
Y. Polite (SE)[4]	8.59		10.91		.004

(1) The higher mean scores on factors indicates agreement.
(2) The lower mean scores on characteristics indicates more emphasis. That is, traits were ranked from 1-24, thus indicating the average ranking of any one trait by the group.
(3) Work Ethic trait also.
(4) Social Ethic trait.

SUMMARY OF RESULTS

The following pertinent results were gleaned from the study, "Aspirations, Needs and Perceptions by Occupation and Sex of Office Personnel, High School Students and Teachers."

Demographic Results

The three sub-set groups--103 office personnel, 204 students, and 81 teachers--comprised nine (9) population groups; namely: Office employees and managers; High school students with background in Cooperative Office Experience (COE), students with both Cooperative and Simulated Office Experience (COE/SOE), students with Business and Office Education background only (BOE), and students with Simulated Office Experience only (SOE); and High School teachers, teacher educators, and future (or preservice) teachers enrolled in Methods of Teaching Business Education.

(1) Of the three major groups, in which 82 percent were female and 18 percent were male, approximately one-third of the office personnel were employed in metropolitan areas and over 70 percent in communities with populations over 20,000. On the other hand, the future teachers from the six-state area heralded predominantly from towns with less than 5,000 people.

(2) Nearly 70 percent of office workers were employed in jobs that high school business education programs typically prepare people; namely: secretaries (25.3%), clerk-typists (18.6%), accounting clerks (16%) and receptionists (6.7%). Most represen-

tative of the managers' titles, to which office workers aspire, were those of supervisors (7.1%), office managers (35.7%), and business managers (25%).

(3) Although more employees had worked for their company one year or less, compared to managers, more of the former group had also worked for the same company for longer periods than managers as well (11-19 years, or over 20 years).

(4) While 51 percent of the students surveyed reported those with experience in the capstone program (cooperative or simulated office background or both), only 32 percent of the future teacher participants had experienced training in the vocational capstone programs, at either the high school or post-secondary level.

Results From the Six-Factor Analyses

The 40 items, using the 5-point Likert scale response, were grouped under six (6) factors, which are: (1) Self-Actualization/ Upward Mobility (opportunities available within the office environment, and tendencies of workers toward), (2) Need for Security, (3) Willingness of Office Employees to Accept Work-Ethic Policies, (4) Work Ethic Self-Oriented, (5) Awareness of Current Office Practices, and (6) Awareness of Current Office Policies.

(5) Based on the average mean scores and significant levels of difference at the .05 level, managers perceived that there were more opportunities for "Self-Actualization/Upward Mobility" (Factor No. 1) than did employees. Moreover, two of the student groups and future teachers also perceived more opportunities in

the office than did either employees, teacher educators, high school teachers or COE and COE/SOE students.

(6) The teacher educator group was the most accurate (2.78), followed by managers (2.75), when compared with office employees (2.78) on Factor No. 2, "Need for Security." Three student groups (COE/SOE, BOE and SOE), high school teachers and future teachers all perceived that office employees have a greater need for security than the employees actually reported.

(7) Teacher educators again scored most precisely (3.18) when compared with employees (3.18) on the Factor, "Willingness of Office Employees to Accept Work Ethic Policies." Further, the belief by workers, and three student groups (COE, BOE and SOE), that managers expected more from employees than managers actually did was supported by the significant level of differences between and among the scores from these five groups.

(8) Factors No. 5 and 6, "Awareness of Current Office Practices," and ". . . Office Policies," produced scores significantly different between employees and two student groups (BOE and SOE) on the first; and between employees and managers on the second. The latter reinforced Finding No. 7, wherein managers did not appear to expect as much from employees than the workers (and students) perceived.

Results From the Analyses of Rankings On 24 Characteristics

The 24 characteristics were grouped under four (4) categories, those of: (1) Leadership/Upward Mobility, (2) Follower/Need for

Security, (3) Work Ethic, and (4) Social Ethic. The first two groups reinforced the findings under the two (2) factors, Self-Actualization/Upward Mobility and Need for Security. Several characteristics also overlapped, such as with the Work Ethic group.

(9) Office employees ranked Leadership/Upward Mobility traits in the upper 50 percent on 8 of 11 traits and the upper third on 3 traits. Significant differences were recorded between employees and managers on C--Listens to Opinions, M--Persuasive, and on S--Likes to Supervise.

(10) Teacher educators differed significantly from employees on but one trait, M--Persuasive; with future teachers and BOE students differing on 6 traits, followed by COE/SOE with 5 differing traits, SOE with 4, COE with 3, and high school teachers with one (1).

(11) In the "Need for Security" traits group, neither teacher educators nor high school teachers differed from employees at a significant level on any traits, while managers differed on 4. SOE students differed on 5 traits, COE and BOE on 4 traits, COE/SOE and future teachers on 3 traits.

(12) There was no significant difference on the ranking of 5 Social Ethic and 1 Work Ethic traits when managers or teacher educators were compared with employees. BOE students differed most, on 4 traits; followed by high school teachers and future teachers on 2 traits and COE and SOE on but one (1) trait.

(13) When the four student groups were compared between and

among each other, there were few significant differences on either the six (6) factors or the 24 characteristics. Two exceptions that emergedwere that COE/SOE students were more ambitious (Z) than BOE students; and that COE students were "More aware of current office policies" than SOE students.

(14) High school teachers placed more emphasis on the Social Ethic traits of Friendly and Polite than did either teacher educators or future teachers. The high school teachers also ranked 4 Upward Mobility traits lower than did teacher educators, 3 of which were at the signif cant level of difference.

Comparisons Across Gender and Occupational Lines

Occupation and perhaps age levels (generation/maturity gap) may have made more difference to the aspirations, needs and perceptions of respondents than the sex differential, for when responses were compared with a female to male data breakout yet within the same occupation, there appeared few significant differences at the .05 level.

(15) When female and male employees were compared on 6 factors, and 24 characteristics there were significant differences on only three traits, two under Upward Mobility and one under Need for Security (males were higher on the former, lower on the latter).

(16) When female and male managers were compared, there were also only three characteristics that emerged as significantly different; one under Upward Mobility and two under Need for

Security; with the males ranking one trait in each category higher than females.

(17) Male students appeared less Self-Confident (G) than their female counterparts, and also placed more importance on the Good Follower trait.

(18) Male teachers ranked the Social Ethic trait, "Pleasant to be around," higher than their female counterparts, while the latter placed more emphasis on having Speedy Office Skills.

(19) A wider gap began to appear when female employees were compared with their male managers. The factors related to Self-Actualization/Upward Mobility and Work Ethic Self-Oriented confirmed again that female employees particularly were more conscientious than their male managers supposed. Further, though, the female employees also evidenced more tendencies toward Upward Mobility than their managers imagined.

The widest gaps appeared when females were compared with females, but across occupational lines, such as women office employees with women teachers, and girl students with either women employees or women teachers.

(20) Female teachers differed significantly on 2 factors and 8 characteristics, with the employees placing more emphasis on some leadership traits than did the teachers. The teachers showed less willingness to be followers; with the exception of having Speedy Office Skills, again confirming the emphasis placed on this ability in the "typical" business education classroom.

(21) Girl students differed significantly from their female office counterparts on 3 factors and 13 characteristics. High school girls were less Aware of Office Practices, more in Need of Security, less Upward Mobility conscious, and more apt to be Good Followers.

(22) The widest gap of all appeared between girl students and their adult female teachers, with differences recorded on 1 factor and 15 characteristics. Of those traits that were recorded as significantly different at the .05 level, female teachers placed more emphasis on the 2 Social Ethic traits, Friendly and Polite; ranked all of the Upward Mobility characteristics higher; and of the 4 Follower traits that emerged, the teachers ranked these higher as well--particularly having Speedy Office Skills.

SUMMARY OF FINDINGS

Fourteen of the 20 null hyoptheses were rejected, while six were retained The null hyoptheses retained occurred when the following six groups were compared: Teacher educators with office employees (no. 7), COE/SOE students with BOE students (No. 9), COE with SOE students (No. 10), Female office employees with Male office employees (No. 13), Female managers with Male managers (No. 14), and Female students with Male students (No. 15).

The null hypotheses stated, "There is no significant difference regarding perceptions of the office environment, or of the aspirations and needs of people when comparing--"

1. Managers with office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on three (3) factors, Self-Actualization/Upward Mobility, Company Work Ethic Policies, and Aware of Current Office Policies; on three (3) Leadership/Upward Mobility traits; and on four (4) Follower/Need for Security characteristics.

Without exception when these two groups were compared as a whole (both female and male employees and managers), the managers ranked the leadership traits higher and the employees ranked follower traits lower. Significant, however, was that the differences on leadership occured on only three (3) of the 11 traits.

2. Students with Cooperative Office Experience (COE) with office employees: This null hyopthesis was rejected on the basis of significant differences at the .05 level on one (1) factor, Company Work Ethic Policies; on three (3) Leadership/Upward Mobility traits; and on four (4) Follower/Need for Security characteristics.

The leadership traits on which COE students ranked significantly lower than employees included Self-Confidence, Poised During Crises and Likes to Supervise People. COE students also ranked all of the follower traits higher, as well as the Social Ethic characteristic, Polite.

3. Students with both Cooperative Office Experience and Simulated Office Experience (COE/SOE) with office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on one (1) factor, Need for Security; on five

(5) Leadership/Upward Mobility traits; on three (3) Follower/Need for Security traits; and on one (1) Social Ethic characteristic.

While COE/SOE students appeared more Ambitious than employees, they otherwise ranked the leadership traits lower. COE/SOE students also ranked all of the follower traits higher than did employees, which included Willing to Start at the Bottom, Good Follower, and Follows Company Policies Without Question. This student group, too, ranked Polite as more important than did employees.

4. Students with traditional Business and Office Education (BOE) background only, with office employees: This null hyopthesis was rejected on the basis of significant differences at the .05 level on four (4) factors, Self-Actualization/Upward Mobility, Need for Security, Company Work Ethic Policies, and Aware of Company's Current Office Policies; on six (6) Leadership/Upward Mobility traits, on four (4) Follower/Need for Security traits; and on four(4) Social Ethic characteristics.

BOE students ranked lower on the Self-Actualization/Upward Mobility factor and higher on Need for Security. BOE students ranked all of the leadership traits lower, and all of the follower and Social Ethic traits higher, including Pleasant to be Around, Friendly and Polite.

5. Students with Simulated Office Experience (SOE) with office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on four (4) factors,

Self-Actualization/Upward Mobility, Need for Security, Company Work Ethic Policies, and Aware of Company's Current Office Policies; on four (4) Leadership/Upward Mobility traits; on five (5) Follower/Need for Security traits; and on three (3) Social Ethic characteristics.

SOE students ranked higher than employees on both Self-Actualization/Upward Mobility and Need for Security factors, as well as the Company Work Ethic Policies and Aware of Current Office Practices factors. SOE students ranked lower on the leadership traits, however; and higher on follower and two social ethic characteristics, including Friendly and Polite.

6. High School teachers with office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on one (1) factor, Need for Security; on two (2) Leadership/Upward Mobility traits; and on two (2) Social Ethic characteristics.

High school teachers ranked the factor Need for Security significantly higher than employees, and lower on the two leadership traits. As with two of the student groups, the teachers also ranked the Social Ethic trait of Friendly higher, as well as Well-Liked by Co-Workers.

7. Teacher educators with office employees: This null hypothesis was retained on the basis that there was no significant difference at the .05 level on any of the factors or on 23 of the 24 characteristics. Teacher educators, however, perceived that office employees were more Persuasive than actually reported.

8. Future teachers with office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on two (2) factors, Self-Actualization/Upward Mobility and Need for Security; on six (6) of the Leadership/Upward Mobility traits; on three (3) of the Follower/Need for Security traits; and on two (2) Social Ethic characteristics.

9. COE/SOE students with BOE students: This null hyopthesis was retained on the basis that there was no significant difference at the .05 level on any of the factors or on 23 of the 24 characteristics. COE/SOE students appeared more ambitious than BOE students, however.

10. COE students with SOE students: This null hypothesis was retained on the basis that there was no significant difference at the .05 level on any of the 24 characteristics, or on five of the six factors. COE students, however, appeared more aware of Current Office Policies (Factor No. 6).

11. Teacher educators with high school teachers: This null hypothesis was rejected on the basis of significant differences at the .05 level on three (3) Leadership/Upward Mobility traits; one (1) Follower/Need for Security trait; and on two (2) Social Ethic characteristics. With the exception of Ambitious, teacher educators ranked the leadership traits higher, and the follower and social ethic traits lower than did high school teachers.

12. Future teachers with high school teachers: This null hypothesis was rejected on the basis of significant differences

at the .05 level on two (2) Leadership/Upward Mobility traits; on two (2) Follower/Need for Security traits; and on two (2) Social Ethic characteristics. Future teachers also ranked all of the leadership traits higher, and the follower and social ethic traits lower than did high school teachers.

13. Female office employees with male office employees: This null hyopthesis was retained on the basis that there was no significant difference at the .05 level on any of the factors, and on only three (3) of the 24 traits; two (2) under Leadership/Upward Mobility and one (1) under Follower/Need for Security.

14. Female managers with male managers: This null hypothesis was retained on the basis that there was no significant difference at the .05 level on any of the factors, and on only three (3) of the 24 traits; one (1) Leadership/Upward Mobility trait and two (2) Follower/Need for Security. Male managers rated one characteristic in each category higher than their female counterparts.

15. Female students with male students: This null hyopthesis was retained on the basis that there was no significant difference at the .05 level on any of the factors, and on only two (2) of the 24 traits: one (1) Leadership/Upward Mobility and one (1) Follower/Need for Security. Girl students ranked higher than boys on the first trait, Self-Confidence; and boys ranked higher than girls on the second, Good Follower.

16. Female teachers with male teachers: This null hypothesis was rejected on the basis of significant differences at the .05 level on one (1) factor, Aware of Company's Current Policies; one (1) Leadership/Upward Mobility trait, with men ranking Poised during Crises higher; one (1) Follower/Need for Security, with women ranking Speedy Office Skills higher; and one (1) Social Ethic characteristic, with men ranking Pleasant to be Around higher.

17. Female office employees with male managers: This null hypothesis was rejected on the basis of significant differences at the .05 level on three (3) factors; on three (3) Leadership/Upward Mobility traits; and on two (2) Follower/Need for Security characteristics. From scores on the last two factors, male managers did not appear to expect as much from employees as the latter thought managers did, differences appearing on Self-Actualization/Upward Mobility, Company Work Ethic Policies and Aware of Company's Current Office Policies. While male managers ranked two of the leadership traits significantly higher than their female employees, the latter scored higher on Likes to Make Decisions. Moreover, female employees appeared to be as ambitious as their male managers, as evidenced by the lack of significant difference on that trait.

18. Female teachers with female office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on two (2) factors, Need for Security and Aware of Current Office Policies; on four (4) Leadership/Upward Mobility

traits; on three (3) Follower/Need for Security traits; and on one (1) Social Ethic characteristic. Women employees scored significantly higher on all of the leadership traits, as well as on two of the three follower traits. The exception occured with women teachers, who ranked higher on Speedy Office Skills and Well-Liked by Co-Workers.

19. Female students with female office employees: This null hypothesis was rejected on the basis of significant differences at the .05 level on three (3) factors, Need for Security, Company Work Ethic Policies and Aware of Current Office Policies; on seven (7) Leadership/Upward Mobility traits; on four (4) Follower/Need for Security traits; and on one (1) Social Ethic characteristic. Women employees ranked all of the leadership traits significantly higher; and girls ranked all of the follower traits higher, as well as the Social Ethic characteristic, Well-Liked by Co-Workers.

20. Female students with female teachers: This null hypothesis was rejected on the basis of significant differences at the .05 level on one (1) factor, Company Work Ethic Policies; on nine (9) Leadership/Upward Mobility traits; on six (6) Follower/Need for Security traits; and on one (1) Social Ethic characteristic. Women ranked all of the leadership traits higher, while girls ranked all of the follower and the social ethic trait, Polite, higher.

CHAPTER V

CLASSROOM ACTION - MOCK CORPORATION

In the mock corporation, or model office program, students are hired as employees in a variety of positions. In addition to general office procedures and clerical activities, there is also emphasis on developing executive secretarial, accounting and managerial skills.

Seven Classroom Action Experiences

The University of Wyoming's model office program is designed for students enrolled in degree programs of Business Education (future teachers), Office Administration (future managers); or in selected secretarial and office occupations courses. Six neophyte simulation executives have participated with the investigator in administering the mock corporation program, resulting in student evaluation responses as well as contributions from the associated instructors.

During the orientation phase for participating teachers, they were cautioned to act like executives; and to set the stage for and to maintain a business atmosphere throughout the duration of the program. From a total of seven semesters of administering model office programs, the investigator has perceived that student-trainees readily follow the company executive's example, and that they soon begin to think, to feel, to act and to perform as employees.

The answer to any question about company operations rests with: "What would an effective company executive do in a similar situation?" Participating instructors were reminded that if the executive's words or actions are more "classroom" than "office" oriented, he or she should recognize that it is time to re-assess the point of view.

The first clue is learning how to delegate, which includes both work details and responsibility/authority. The executive "executes," or "gets the work done through others," rather than taking on numerous clerical jobs personally. Because of this approach, the executive is freed from routine activities to concentrate on the management and counseling functions. Even more significant, however, is that students learn by doing, and taking responsibility for supervisory and decision-making operations is no exception.

Pre-Simulation Phase

The pre-simulation phase, many experienced simulation educators have come to believe, is as crucial to the total learning process as when the operation is in full swing. It is during the initial period that trainees begin taking responsibility for planning and organizing and then turning these plans into productive results. They learn to make decisions and understand that they will suffer the consequences for errors in judgment; but they can also comprehend that mistakes are merely opportunities for learning new and better methods of getting the job done. Trainees are

exposed to economics and to the detailed steps for getting a business ready to operate. It can quickly become their own company. They can learn the joy of satisfaction when it succeeds. And equally significant, they can learn a great deal about themselves in the process that can be directed toward life and career goal planning.

All of these things can and should happen. If, that is, the executive sets the pace, trusts the innate and emerging abilities of subordinates (trainees), and provides the opportunity for developing a business atmosphere.

Beginning with the delegation of responsibility to (student) managers, and the initiation of competitive ventures,* the executive is also relieved from a major portion of the set-up duties. Primarily, though, student responses from operating one specific mock corporation over a seven-semester period (and with neophyte associates for six semesters) have shown that when employees are actively and responsibly involved from the beginning, their learning significantly increases, particularly in becoming aware of interdependent business systems and the economic factors of operating a business.

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*Competition can focus on typical business activities, such as: the profit motive between and among departments or branch offices; producing the most sales or office production output, setting the highest attendance records, or publishing the best house-organ or newsletter.

As several employees have responded:

1. One thing I especially appreciated discovering through working in this company was how much is actually involved in just getting a business off the ground.

2. I've sometimes thought I might like to start my own business some day, but didn't have the foggiest notion how you would go about it.

3. Helping set up our company for business helped me see that there may be a lot of details, but that anything is possible.

4. Working in this company was a completely new world for me. When we started getting everything ready I wondered how it could ever work. After just the first few days, though, it began to make sense.

5. I wouldn't want to own a business for anything, but at least I can appreciate some of what is involved.

Career Development Management Philosophy

During the 1977 spring semester, an attempt was made at the University of Wyoming to incorporate a career development management philosophy into the model office/mock corporation program. While one objective of the capstone experience was to help students perceive how their previous business competencies could be applied in the work environment, it was nevertheless determined that a major emphasis should be placed on the students' personal growth, rather than on skill development and work environment perceptions alone.

Participating instructors perceived that the simulated work plan could provide a multi-resource strategy for helping students clarify their feelings and sensations as they fulfilled the various occupational requirements within the corporate setting. It was also determined, however, that the executives must take an active

counseling role for these self-awarenesses to happen.

Statement of the Problem

The problem of the classroom action experiment was to determine if students enrolled in the mock corporation program at the University of Wyoming could develop long-range goal plans, based on self-awarenesses and perceptions gleaned from their simulated experience.

Specific questions asked, included:

1. How do student-trainees feel about themselves when employed in a management position versus a labor position; i.e., clerical, secretarial, receptionist or accounting?

2. Can students learn how to clarify their feelings and sensations through relating work experiences to self?

3. Can students learn how to practice a basic life goal-setting process before entering the world of work?

4. Can students integrate their in-school experiences and out-of-school experiences to more actively plan for the future?

Program Objectives

The model office/mock corporation approach to student learning and developing realistic perceptions about the world of work was based equally on careers, self, production techniques and human relations skills. The course objectives, distributed to trainees, thus reflected this four-fold philosophy (Appendix D).

Self- and Career-Awareness Opportunities

It was anticipated by the participating mock corporation executives that:

1. Trainees do not automatically discover that through the simulated program they are in effect exploring self, and exploring careers, unless there is specific attention drawn to the possible outcomes,

2. One objective of the program should be to help trainees coordinate their learning experiences with finding out more about themselves (aspirations and needs), while simultaneously discovering how they relate these to their emerging perceptions of different office occupations; and how they might use an entry-level position to move up the career ladder, or laterally, along some other career path,

3. Initial exploration is insufficient to make the simulated work experience meaningful in the total career approach. Thus, attention should also be focused on these awarenesses and perceptions as an integral part of the program, through:

   a. training sessions for the full staff,
   b. training sessions for management personnel,
   c. individual periodic conferences with trainees--upon hiring and at each job transfer, and at the exit interview; plus spontaneously, as incidents and anecdotal records inspire the executives to initiate consultations.

One day each week was designated for training sessions and individual conferences throughout the program. Full-staff meetings were brief, normally no more than thirty minutes, with the remainder of the period devoted to individual consultations; while company operations continued for all but individual counselees. Management training sessions and debriefing meetings occasionally lasted longer. Nevertheless, student-trainees came to expect these activities as an integral part of the program.

Full-Staff Training Sessions

The roster of topics offered for full-staff training sessions included:

1. Career exploration, in relation to office occupations in the immediate and surrounding communities and in relation to individual needs and aspirations,

2. Flowcharting and systems analyses, together with decision-making,

3. Values clarification to help trainees focus on needs, aspirations, values and personality interests,

4. The profit motive, the American business and economic system, and competition in business and with individuals,

5. Relationship of jobs to life style, consumer economics and salary options,

6. Office technology, word processing, and office costs analysis, and

7. Current work trends and patterns, particularly for women; along with Upward Mobility potential and opportunities.

Management Training Sessions

It was estimated that 70 to 80 percent of the 25 student-trainees enrolled in the mock corporation program each semester would at some time function as a manager, because job positions were rotated continually on a transfer-promotion basis, with trainees typically remaining in one job for no more than four to five weeks. With that ratio of students experiencing the supervisory role, it was determined that repeated management sessions should be offered, as each new manager assumed unfamiliar responsibilities.

The emphasis placed on management training was not meant to suggest that clerical jobs were of any less significance, but rather that it is easier to define the specific tasks for clerical jobs. A manager's job description, on the other hand, is apt to be more nebulous and difficult to interpret.

Not all of the topics proposed were introduced, however the roster initially included:

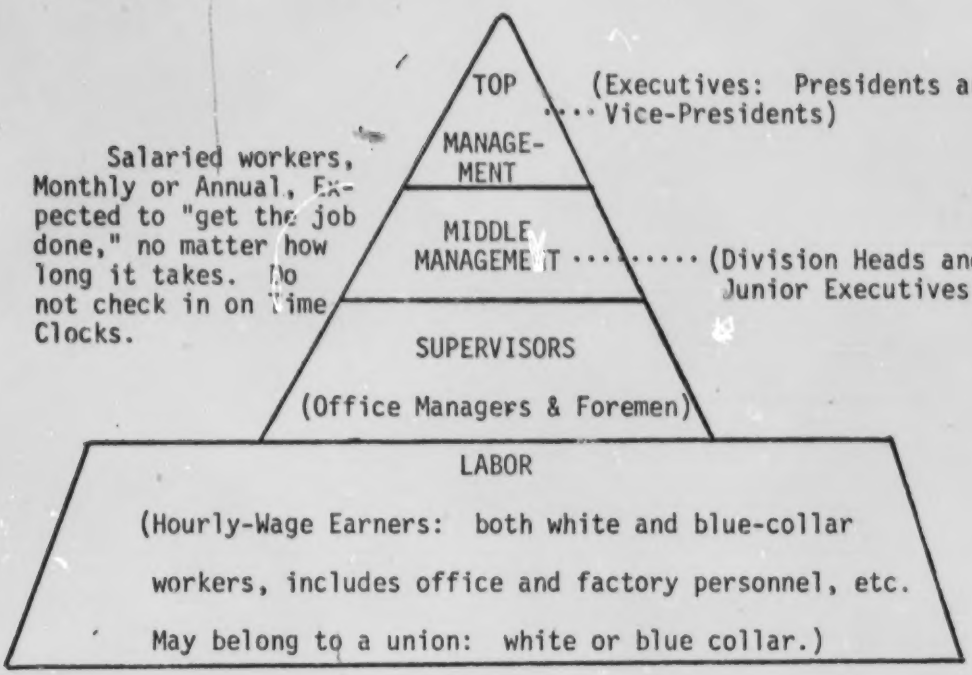
1. Decision-making; how to delegate, when, and to whom,
2. How to supervise personnel and build subordinate morale, including giving criticism constructively and providing positive feedback as warranted,
3. Why profit? Advertising and sales campaigns, intra-departmental competition,

4. Editing a house organ (newsletter), and delegating reporter duties to staff,
5. Human relations in client/visitor contacts,
6. Handling discipline problems and motivating positive behavior,
7. Analyzing reports and work systems, and making suggestions for improvement,
8. Dictating via machine and live to subordinates; composing letters,
9. Assembling data, with subordinate assistance, and writing a business report,
10. How and why managers are evaluated, using the Management Hierarchy pyramid.

Management Hierarchy--Implications for Company and Self

Because many employees will at some time experience the management role, and because in any event everyone is managed by someone, this topic (No. 10) appeared particularly significant to each group of new managers. Following introduction to the managers, it was deemed appropriate to reinforce the topic in a full-staff session.

MANAGEMENT HIERARCHY


TOP
(Executives: Presidents and Vice-Presidents)
MANAGE-MENT
Salaried workers, Monthly or Annual, Expected to "get the job done," no matter how long it takes. Do not check in on Time Clocks.
MIDDLE MANAGEMENT
(Division Heads and Junior Executives)
SUPERVISORS
(Office Managers & Foremen)
LABOR
(Hourly-Wage Earners: both white and blue-collar workers, includes office and factory personnel, etc. May belong to a union: white or blue collar.)

As people move up the career ladder their duties change, and so does their perspective. Top management expects something different from supervisors, for instance, than they do of hourly-wage earners. If they didn't they wouldn't promote people to supervisory positions or pay them more money. Some union contracts specify, it was explained to trainees, that a supervisor or manager MAY NOT PARTICIPATE AT ALL in the direct-line production work. Supervisors and office managers, it is estimated, spend approximately 53 percent of their time communicating with or providing direct supervision to subordinates. Which translates that supervisors should be as knowledgeable about the duties and machines usage as their subordinates, although because of limited practice their skills may not be as highly developed.

A manager's function is to "get work done through others," not to take over an employee's job. This fact was significant to the mock corporation because it had been determined through previous semester operations that subordinates at any level typically rate their immediate supervisors on how helpful they had been to individual workers, rather than their overall contribution to the company as managers. (A "popularity contest" as it were.)

This attitude, from the viewpoint of top management (company executive) on the other hand, would be a negative evaluation point. For top management wants high productivity, first of all. Although this goal is possible to achieve usually only where there is a high morale factor, the executive necessarily must look at the total or overall picture; including keeping costs down, achieving high production rates, maintaining effective client relationships, obtaining new customers and reporting everything pertinent to top management.

To achieve these goals, the supervisor must reserve some time to analyzing what is happening overall and make constant suggestions for maintaining successful operations while looking for ways to improve every facet of the operations. As people move up the management hierarchy the detailed skill-type work diminishes while more attention is focused on problem solving, public relations, and making decisions.

From previous semester operations of the mock corporation, it was determined that a four-to-five week managerial experience

was insufficient for trainees to grasp the concepts described heretofore without special attention focused thereon via the training sessions; and that such training was more appropriately applied at the time people were employed in supervisory positions.

Goal Survey and Sense-ational Long-Range Goal Plan

One method designed to help students focus attention on themselves and possible career alternatives, while simultaneously addressing the task of making long-range life-career plans was the Goal Survey. This questionnaire was introduced at the first debriefing session, at the end of the pre-simulation phase. This was followed by a post-operation instrument that contained the same questions contained in the first questionnaire, plus additional items specifically related to the mock corporation experience. The latter instrument was labeled Sense-ational Long-Range Goal Plan (Appendix B).

During the pre-simulation phase student-trainees were asked to respond to the Goal Survey, which addreseed career components that included an awareness of work, leisure, family and life-style values and alternatives in projecting plans for the next ten years. These sheets were retained by the executives and the Goal Survey was administered again during the exit interview, together with the more comprehensive section, Sense-ational Long-Range Goal Plan.

Comparisons were drawn between responses of trainees during the pre-simulation period with those from the exit interview. During the interim the executives fulfilled the counseling role at

each job-transfer period, and spasmodically as deemed appropriate for selected individuals. At each one-to-one meeting, the executive cited specific incidents wherein trainees could be counseled to draw their own conclusions. Such references included focusing attention on:

1. Specific reactions to interpersonal relations and to critical incidents, by describing bodily and emotional sensations,

2. Self-perceptions of the work environment in relation to particular job-title roles,

3. Perceptions of the work environment in relation to fellow workers, including responding to superiors and subordinates and cooperating with peers, and

4. Recognizing aptitudes and deficiencies in self when employed in those jobs and situations defined as "most interesting," and "most likely to pursue at a later date."

Results of the Structured Goal Survey

One significant difference between responses on the first and the second administration of the Goal Survey sheet occurred on items 1 and 3: "In 10 years I hope to be a _____," and "If this goal is not attained, state your two alternative goals." With the exit interview some respondents appeared to be more honest, because they admitted to recording answers on the first questionnaire that they thought their executives "wanted to see." With the second questionnaire, some young women hesitantly suggested that they had never wanted to seek employment in an office occupation in

the first place. Some responded with "housewife," others with more diverse career goals.

This response led the executive-counselors to initiate discussion on additional options for using office skills, beyond those of direct marketability. According to the USOE's 7-part definition for Career Education, for instance, it was explained that the total person's life and what she/he does with it can be considered part of one's "career." Additional examples were provided counselees:

1. Typing, like driving a car, is a convenient tool for individuals in any career.

2. Keeping records and understanding something about how businesses operate in an economic sense is helpful to persons and families in surviving economically, no matter what job they hold; helpful too to entrepreneurs.

3. Managing people and being managed happens in most of life's experiences (supervising children, working for a boss, being a leader in a civic or community organization, being a follower); and in running one's own business.

4. Whether the trainee NOW plans to work, or be a housewife, for example, future barriers to the goal may arise where it becomes a necessity to work; in which case the respondent has gained work experience in the office and could put those skills/experiences to work,

5. Many people work their way through college, using office skills,

6. Entry into any one of a variety of the 14 Career Clusters (identified by USOE) could be made via the office, with long-range goals directed elsewhere. This is known as developing a "lateral career path" plan.

Moreover, future housewives were counseled by telling them of the need for volunteer workers, including becoming politically active as well as providing services and leadership to worthwhile

organizations and endeavors. The career of "housewife" gains broader perspective and career possibilities when thought of as a community leader, a family manager, and a knowledgeable businesswoman who investigates and supervises financial decisions.

One hundred percent of the students, however, re-analyzed their goal priorities and actions, and added more options to their total life plan.

The most significant change in perceptions of positive strengths (No. 1-b) seemed to take place for those students who had experienced the managerial role. According to their responses, this brief four-week conditioning process in office management helped these students to re-evaluate their abilities and goal priorities. To many students this was their first opportunity to test their potential management skills. To others, who had been leaders in extra-curricular activities, the simulated experience reinforced their knowledge of self as they handled human relations and other problems.

Part II of the Sense-ational Long-Range Goal Plan had no comparative instrument, yet produced verbal responses from students that in most cases appeared significant. Student responses obtained during the exit interview suggested unanimous agreement that talking about their experiences via the sensations approach helped them clarify their career plans. They also appeared to perceive their business skills within the broader realm of a life/career plan following the simulated experience.

All students indicated they had learned something new about themselves, but the most apparent change occurred with those having performed supervisory tasks. Indicative of responses were:

> I felt better about myself when I was given responsibility and a chance to make decisions on my own. Maybe I'll seek a management position instead of a receptionist job. Or at least I think I'm interested in upward mobility now, and not afraid of it.
>
> I now know I want to take more management courses.
>
> Now I understand some of the theory I had in those management classes.
>
> I never realized I had so many options to choose from.
>
> I learned more about myself. I like to work under pressure, and I like to supervise people.
>
> Nothing can take the place of real experience to give people confidence in what's going on, and in finding out about yourself and what you want to do.
>
> Being an office manager was scary at first, especially when I had to start orienting my staff, and all of us getting busy so we could get our business office ready to go. After that it was still challenging, but I wasn't so scared anymore.
>
> I was recognized when our office had the fewest absences once, and later when we beat everybody else in producing the most work. That was a fantastic feeling!
>
> When employees were absent I really got uptight. I don't think I like being responsible for a whole department's production.

There was a significant difference between female and male responses on Part III, "Three things I want most in life." Males tended to answer with items suggesting financial security, advancement, steadily increasing salary or financial remuneration. Service to others and self-actualization sometimes appeared later in their lists, however.

Females, on the other hand, tended to speak of serving others, doing something that makes them feel good about themselves or makes use of their talents, and an "interesting" job (seldom explicitly defined). When they did mention financial compensations or advancement opportunities, these were apt to be at the end of their list, and they were more likely to be hesitant or embarrassed that such factors were included at all.

Because of differences to this item, an additional 25 females and 25 males were polled at random to determine consistences of sex-originated reactions. Responses consistently reinforced the premise that this was a gender differential, and that the simulated program experience had made no significantly different change in overall attitudes.

The exit interview experience nevertheless presented executive-counselors with an opportunity to explain that this male-female differentiation is not necessarily poles apart, though at first it might appear to be so. Men, too, want to enjoy their work and to have a job that permits self-actualization. Both men and women more frequently than not have a desire to love and be loved, and to mate and raise a family. While women may speak directly of these goals, men perceive that at least thus far in our culture that for a man to be able to attain similar goals he must first or essentially have a job/career that will provide financial security. He perceives, too, that only with advancement, raises, and job recognition will he be able to have a salary commensurate with supporting a

family. As more women become economically responsible, their responses to this statement may move closer to that of males.

Item 2, Part III, brought some recognition of the simulated experience into the discussions. However, student-trainees did not appear to be able to draw their own relationships between present or potential action with goal consistency, except in the most obvious examples. For those students with career objectives in the office occupations cluster, there was clear evidence that the simulated training program had been helpful, and that this was in fact "Now-Action" leading toward future employment.

For students whose career goals focused on supervisory or management positions, and who were also active leaders in student or community organizations, they were less apt to perceive that the latter out-of-school experiences can serve as a training ground for future roles. The interviewers sought to direct the discussion toward awareness of these relationships.

By the same token, Item 3, Part III, invited students to perceive what their next course of action would be to move closer toward long-range goals; with the same lack of ability to draw relationships between a variety of life experiences with future plans.

From the exit-interview responses on Part III it has been determined to structure future simulated programs to include awarenesses of outside activities with long-range future plans earlier in the counseling and training session experiences.

Section IV, "The kind of job I would like to have," invited students to respond to a number of job characteristics, followed by identifying the top six. They were then asked to compare these job-related needs to their original pre-simulation Goal Survey responses to verify consistency of job characteristics with occupational goals. These two instrument sections were also compared to Part II of the second instrument, related to peak experiences and sensations. The purpose of this comparison was to draw relationships between life goals and successes the student had experienced during the simulated program operation.

In a majority of circumstances, these comparisons proved consistent. Where inconsistencies occurred, it was perceived by the interviewers that additional discussion was warranted. In order for a worker to Achieve and Advance, and to gain Authority over others (upward mobility traits), for instance, the person must also be at least somewhat willing to take risks, which in essence is contradictory to Security. Guidance was provided trainees about identifying for him or herself the causes between those discrepancies noted.

The final item in this section was designed to help student-trainees perceive that they could learn about self by discovering jobs they disliked, as well as by those they found pleasurable or exciting.

Trainees were allowed to take both instruments with them (although copies were retained by the interviewers for research and projection analysis), so that they could peruse thier responses

and analyze further their feelings and sensations at their leisure.

Summary and Conclusions

The semester in which the Career Development Management Philosophy was implemented in the University of Wyoming's mock corporation program appeared to be the most successful of the seven total semesters in which the simulated plan has been used. Overall student achievement and reactions to the training sessions and individual counseling interviews appeared successful.

In answering the questions proposed during the planning stage, the following responses are summarized:

1. Student-trainees did develop long-range goal plans; and while it appeared that these were based on an increased level of self-awarenesses and perceptions as a result of their simulated experience, the evidence of significant differences was limited to subjective observation by the interviewers and thus not definitive,

2. The Sense-ational Long-Range Goal Plan instrument appeared to help trainees better identify how they felt when employed in both labor and management positions. Yet because this identification was limited to the exit interview, with no further opportunity for feedback, it was determined that the technique should be initiated at an earlier date in order to provide more definitive data,

3. The variety of activities, including those directed to Values Clarification, plus the exit interview, verified that students had at least begun to clarify their feelings and sensations while

relating work experiences to self.

4. Students did, in fact, learn how to at least practice the basic process of establishing life goals, and this did occur prior to their entering the world of work,

5. Students did not appear adept at integrating knowledge or awareness of the benefits of their in-school experiences with those out-of-school experiences in order to more actively plan for the future.

Recommendations

Based on the classroom action experience of six semesters, compared with the seventh semester in which the management and full-group training sessions and individual counseling sessions were initiated, the following recommendations are proposed:

1. The Career Development Management Philosophy should be an integral component of the simulated model office or mock corporation plan in which the four-fold objectives include those of developing awareness and perceptions of career, self, production techniques and human relations skills,

2. The Goal Survey should be introduced during the pre-simulation phase, and it should be thoroughly explained and illustrated. That is, the respondents should be made aware that the only purpose for its use is to serve as a guidance and counseling instrument, and that honesty is thus crucial to effective interpretation. The simulated company executive should make clear that she/he will not be "insulted" if respondents have career goals

other than those centering in office occupations,

3. Specific time should be allocated for brief but frequent training meetings and for counseling sessions on a regular basis, with specific goals and structured topics ready to introduce. These, however, should not be initiated at random, because they appear to work most effectively when specific topics relate to specific and current needs,

4. The sense-ations techniques, the out-of-school benefits, and the goals for life (as well as careers) strategies designed as part of the final administration instrument, should be introduced and reinforced throughout the program as part of both the training meetings and the individual counseling sessions, rather than left to the closing interview,

5. The exit interview, as conducted, should be used; with special attention given to the enrichment that can be provided by the interviewer. A school counselor, versed in vocational guidance and career opportunities in office and other clusters, could be used to interview students; but because teachers have proven to provide positive influence on students, they can feel confident to perform this function when the guidelines heretofore described are used.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the aspirations, needs and perceptions, by occupation and sex, of office personnel, high school students and teachers in the Rocky-Mountain region. There were nine population groups within these three sub-sets. Office employees served as the control group for the first eight comparisons, followed by intra-group analysis of results. Groups were then compared within occupations and between sexes, and across occupational lines with the same sex. People enrolled in high school programs were identified as holding the occupation of "student."

The nine population groups in the three sub-sets included office employees and their managers from the personnel sector; four student groups--those with Cooperative Office Experience (COE), those with Simulated Office Experience (SOE), those with both (COE/SOE); and those with neither, identified as Business and Office Education (BOE) background, without experience in either of the capstone programs named above; and three teacher groups--high school teachers, teacher educators and future (or preservice) teachers enrolled in Methods of Teaching Business Education classes.

The aspirations, needs and perceptions identified for the study included: Six factors--Self-Actualization/Upward Mobility, Need for Security, Willingness to Accept Company Work Ethic Policies, Work Ethic Self-Oriented, Awareness of Current Office Practices, and Willingness to Accept Current Office Policies; and 24 characteristics, that were categorized into four subscales of-- Leadership/Upward Mobility, Follower/Need for Security, Work Ethic and Social Ethic.

Collection of the Data

A 1973 copyrighted instrument (Church, 1973) was used for the 40-item Likert scale statements, although the questionnaire was modified to eliminate items representing the seventh and eighth factors and to substitute statements to reinforce the first two factors; plus additional personal characteristics to reinforce the segments on Leadership/Upward Mobility and Follower/Need for Security.

The students for this study were selected from Colorado and Wyoming high schools to include a geographic and community size distribution, as well as to equalize the number of respondents in the four population groups from each state. Colorado and Wyoming office personnel were drawn from ten career clusters or industry types, with a ratio of two employees to one manager. Geographic and community size distribution were also determinants in this stratified random selection process. Teacher educators and future teachers enrolled in Methods classes were drawn from those institutions of higher education wherein the Business Education Department

holds membership in the National Association of Business Teacher Educators (NABTE) in the Mountain-Plains region of the National Business Education Association (M-PBEA). States represented were Colorado, Idaho, Montana, Nebraska, Utah and Wyoming.

Of the 40 managers who received the questionnaire, 28 (70%) responded. Seventy-five of the 80 employees returned the instrument, for a 94 percent response. Because the questionnaires for high school students and future teachers were administered in a classroom situation, it can be said that 100 percent return was achieved from these groups, which represented 204 high school students, 13 high school teachers, 54 future teachers and 14 teacher educators. The rate of return, because of mail loss and schedule conflicts, for the teacher educator-future teacher groups actually represented 92 percent of those mailed. All three of the sub-set groups were contacted by long-distance telephone prior to the mailing to ascertain positive participation statements. These personal contacts also provided an opportunity to explain the purpose of the study and what was requested from the participants at the time of questionnaire response.

The female-male data breakout by sub-set groups was 69.9 percent females in the Office Personnel sector and 29.1 percent males; 94 percent females and 6 percent males from the High School Students group; and 65.4 percent females, 34.6 percent males from the Teacher group.

Statistical Analyses

The statistical procedures used in this study consisted of a determination of the means and associated standard deviations and a test for multiple comparisons. The .05 level was used for evaluating the significance of the results.

Findings--Aspirations, Needs and Perceptions Factors

In analyzing the mean scores on Section I of the questionnaire, the means of the four student groups, the managers, and the three teacher groups were compared with the means of the office employees on six factors. These factors were: Self-Actualization/Upward Mobility, Need for Security, Willingness to Accept Company Work Ethic Policies, Work Ethic Self-Oriented, Awareness of Current Office Practices, and Willingness to Accept Current Office Policies.

When managers' mean scores were compared with those of office employees, there were significant differences at the .05 level on three factors, with managers scoring higher on opportunities within the work environment for Self-Actualization/Upward Mobility than employees' scores suggested; and with managers scoring lower on both Willingness to Accept Company Work Ethic Policies and Willingness to Accept Current Office Policies. These findings appear to indicate that managers did not expect as much from employees as the latter thought was expected of them.

When the four student groups were compared with employees, COE students differed significantly on but one factor, Willingness to Accept Work Ethic Policies (students scored higher); COE/SOE

students differed significantly higher on Need for Security; and both SOE and BOE students scored significantly different on four of the six factors, with both student groups scoring higher than employees on all four, including: Self-Actualization/Upward Mobility, Need for Security, Willingness to Accept Work Ethic Policies and Aware of Current Office Practices.

High school teachers differed significantly from employees on but one factor, scoring higher on Need for Security; and future teachers differed significantly on two factors, also scoring higher than employees on Self-Actualization/Upward Mobility and Need for Security.

Teacher educators' mean scores were not significantly different from office employees on any of the six factors.

When groups were compared within each of the sub-sets, there was no significant difference on any of the factors between COE/SOE and BOE students; or when teacher educators and future teachers were compared with high school teachers. COE students differed significantly from SOE students on one factor, with SOE students scoring higher on the factor, Willingness to Accept Current Office Policies.

The next group of comparisons were conducted within occupations but across sex lines. Using the single variable of sex, there were no significant differences on any of the six factors between female and male employees, female and male managers, or female and male students. There was a significant difference

between female and male teachers on the factor, Willingness to Accept Current Office Policies, with men scoring higher than women.

The final group of comparisons on the six factors were conducted within sex groups but across occupational lines, with two variables used in the personnel sector. When female employees and male managers were compared, the mean scores registered significantly different on three factors, with male managers scoring lower on both Willingness to Accept Work Ethic Policies and Willingness to Accept Current Office Policies. This data reinforced that produced when the total office employee group was compared with the total managerial group on these two factors.

There were two factors that produced significantly different mean scores when female employees and female teachers were compared; with women teachers scoring higher on Need for Security, and lower on Willingness to Accept Current Office Policies.

Three factors registered significantly different mean scores when female employees and female students were compared; with girls scoring higher on all three than their women counterparts, on: Need for Security, Willingness to Accept Company Work Ethic Policies, and Willingness to Accept Current Office Policies.

When female students were compared with female teachers, one mean score for teachers was lower, on the factor, Willingness to Accept Work Ethic Policies.

Findings--24 Characteristics in Four Classifications

In analyzing the mean scores on Section II of the questionnaire, the means of the four student groups, the managers, and the three teacher groups were compared with the means of the office employees on 24 characteristics, which were reduced to four subscales. The four categories were: Leadership/Upward Mobility, Follower/Need for Security, Work Ethic and Social Ethic characteristics.

When managers' mean scores were compared with those of office employees, there were significant differences at the .05 level on three leadership traits and four follower traits; with managers ranking all three leadership traits higher--Self-Confident, Persuasive, and Likes to Supervise; and all four follower traits lower--Follows Instructions, Good Follower, Speedy Office Skills and Follows Company Policies Without Question.

When the four student groups were compared with employees, COE students ranked three leadership traits lower, four follower traits significantly higher, and one social ethic trait, that of Polite, higher. COE/SOE students ranked four leadership traits significantly lower, and one leadership trait higher, that of Ambitious; they ranked three follower traits higher; and they also ranked the social ethic trait of Polite higher. BOE students ranked six leadership traits significantly lower than office employees; four follower traits lower, three social ethic traits higher--Pleasant to be Around, Friendly, and Polite; and one work

ethic trait lower, Businesslike. SOE students ranked four leadership traits significantly lower than office employees, five follower traits higher, two social ethic traits higher, and one work ethic trait lower.

When the three teacher groups' mean scores were compared with those of office employees', the high school teachers ranked two leadership traits lower, and two social ethic traits higher--Friendly and Well-Liked by Co-Workers.

Teacher educators' mean scores differed significantly from those of office employees' on but a single trait, scoring higher on the leadership characteristic, Persuasive.

Future teachers' mean scores differed significantly from those of employees' on six leadership traits, scoring lower on three and higher on three--Persuasive, Likes to Supervise and Ambitious; ranking three follower traits significantly lower; and higher on two social ethic traits, Pleasant and Well-Liked by Co-Workers.

When groups were compared within each of the sub-sets, or within occupational groups, there was but a single significantly different mean score response when comparing COE/SOE students with BOE students; that of Ambitious on the Leadership/Upward Mobility subscale, with COE/SOE students ranking this trait higher.

There were no significantly different responses when comparing the mean scores of SOE students with COE students on any of the 24 characteristics.

When teacher educators' and future teachers' mean scores were

compared with those of high school teachers, significantly different responses occurred between teacher educators and high school teachers on a total of six traits; with teacher educators ranking three leadership characteristics higher, one follower trait lower, and two social ethic traits lower than did high school teachers. Significant were Listens to People's Opinions, Persuasive, and Challenged by Difficult Jobs on leadership; Follows Instructions Well on follower; and Friendly and Polite.

Future teachers' mean scores also differed significantly from those of high school teachers on a total of six traits; with future teachers scoring higher on two leadership characteristics--Persuasive and Ambitious; lower on two follower traits--Quietly Productive and Follows Instructions Well. Future teachers also ranked the same two social ethics traits lower than high school teachers, Friendly and Polite.

The next group of comparisons were conducted within occupations but across sex lines. Using the single variable of sex, there were three traits that registered significantly different mean scores when female and male employees were compared: with males ranking two leadership traits higher--Listens to People's Opinions and Persuasive; and female employees ranking higher on Good at Detailed Routine.

Three traits also registered significantly different mean scores when female and male managers were compared, in this case with men ranking higher on one leadership characteristic, Aware

of Interdepartmental Relationships, and men also ranking one follower trait higher than did women, that of Follows Company Policies Without Question. Women managers, however, ranked the follower trait of Good Follower higher than did their male counterparts.

The final group of comparisons on the 24 characteristics were conducted within sex groups but across occupational lines, with two variables used in the personnel sector. When female employees and male managers were compared, the mean scores registered significantly different on five traits, three leadership and two follower; with men ranking two leadership characteristics higher than women, and women ranking higher on one, that of Likes to Make Decisions. Male managers ranked both follower traits lower than did female employees, those of Speedy Office Skills and Follows Company Policies Without Question.

The last three comparisons were conducted on the sex variable alone, with female teachers' mean scores significantly different from female employees on eight traits, four leadership, three follower and one social ethic. On all but one leadership trait--Likes to Supervise--employees ranked higher. Conversely, on the follower traits, employees ranked two follower traits higher than did female teachers, and one lower--Speedy Office Skills. Teachers also ranked the social ethic trait of Well-Liked by Co-Workers as more important than did their female office counterparts.

When female students' mean scores were compared with those of female office employees, there were significant differences on 12 traits, seven on leadership, four on follower, and one social ethic. Women employees ranked all of the seven leadership traits higher than did girls; and all of the follower plus the social ethic traits lower than did girls.

The most traits registering a significant difference occurred when female students were compared with female teachers, with mean scores reported on 16 different characteristics; 9 on leadership, 6 on follower, and one (1) on social ethics. Moreover, women ranked all of the leadership traits higher than did their girl students, and all of the follower traits, plus the social ethic trait, lower.

Conclusions

In summary, the following conclusions resulted from this study:

1. There is a significant difference between office employees and students with background in Business and Office Education (BOE) or Simulated Office Experience (SOE) only; while students who have had both Cooperative and Simulated Office Experience (COE/SOE) differ least of the student groups from employees on the six perception, aspiration and needs factors or on the 24 characteristics that were summarized into four subscales; Leadership/Upward Mobility, Follower/Need for Security, Work Ethic and Social Ethic.

2. Managers, all student groups and teachers, with the exception of teacher educators, perceive that the office offers more opportunities for Self-Actualization and Upward Mobility for workers than do the employees themselves. Significant differences, however, were recorded when comparing employees with managers, future teachers, and the two student groups of BOE and SOE. Teacher educators alone scored lower on this factor than did the employees, although the difference on mean scores between these two groups was not significant.

It can be concluded, then, that managers, future teachers and two student groups may be more idealistic about opportunities for advancement in offices than that perceived to be true by employees at this time.

3. Two teacher groups--high school teachers and future teachers--perceive that office employees have a greater Need for Security than that reported by the workers themselves, based on significant mean scores when comparing teachers with employees. Moreover, three student groups--COE/SOE, BOE and SOE--perceive that their Need for Security when hired as employees will be greater than that currently experienced by workers. There was no significant difference between the mean scores of teacher educators, managers, or COE students on this factor, when compared with office employees.

4. The perception of workers that managers expect more from employees than managers actually do is supported by the significant difference on the mean scores between these two groups on two

factors, Willingness to Accept Work Ethic Policies (employees 3.18, managers 2.95) and Willingness to Accept Company Policies (employees 3.85 and managers 3.54). Moreover, none of the teacher groups' scores on these two factors were significantly different, nor those of COE/SOE students; although both BOE and SOE students report differences in perceptions of what is expected of office workers.

5. Office employees, all four student groups, and the three teacher groups are more work-ethic oriented than social ethic. This conclusion is based on the fact that low mean scores (less than 2.50) would have produced the anti-thesis of work ethics (social ethics). On Willingness to Accept Work Ethic Policies, the means of these groups ranged from a low of 2.95 (managers), to a high of 3.35 (BOE students); and a low of 2.86 (teacher educators), to a high of 3.17 (SOE students) on Work Ethic Self-Oriented, with employees' mean score, 3.12.

6. The Leadership/Upward Mobility aspirations of BOE students and future teachers were significantly different from those of office employees, with future teachers evidencing greater upward mobility tendencies than employees and BOE students less. On the other hand, all students have a greater Need for Security, and place more emphasis on social ethic traits than employees; which may be based on immaturity and their station in life, that of adolescent and near-adolescent student, wherein peer pressure for social acceptance and lack of self-confidence can be said to be pre-

dominant characteristics for the average or majority of students.

7. Neither teacher educators nor high school teachers differed at a significant level from office employees on the traits typifying Follower/Need for Security. Because future teachers and all high school student groups responded, however, at a significantly different level on from three to five of the seven follower traits, it can be concluded that two factors may account for these differences: Immaturity of students, and/or that teachers are not effectively passing on their knowledge regarding realistic perceptions, aspirations and needs of office employees in today's work environment.

8. Students who have had both cooperative and simulated office experience (COE/SOE) are more ambitious than those with business education background only; while students with simulated office experience are more willing to accept current office policies. Both conclusions are supported by significantly different mean scores between these two groups when compared with employees.

9. Both high school teachers and future teachers, as well as two student groups (BOE and SOE), place more emphasis on having Speedy Office Skills than do employees, teacher educators, managers, or the two student groups of COE and COE/SOE. Furthermore, though, female students and female teachers also place more importance on this ability than do employees, managers, or male teachers. This conclusion is based on the intra-group comparisons conducted along occupational and sex lines, wherein female teachers differed signi-

ficantly from male teachers as well as from employees; while there was no significant difference between students and teachers, either female or male.

10. Neither office employees nor managers and teacher educators place as much emphasis on social ethic characteristics as do high school teachers, future teachers, and the two student groups of BOE and SOE. This conclusion is based on the significant differences between and among the latter groups on such traits as Pleasant, Polite, Friendly and Well-Liked by Co-Workers.

Moreover, based on the comparisons conducted across occupational and sex lines, male teachers perceive that employees should be more Pleasant than do female teachers; and female students and teachers alike perceive that it is more important to be Well-Liked by Co-Workers than do female employees, or employees and managers as a whole.

11. Girl students are more Self-Confident than boys, but less so than their women teachers. However, there was no significant difference on this trait when female students were compared with female employees. On the other hand, when the four student groups were compared with all office employees, only the COE group registered a mean score that was significantly different.

12. Boy students place more emphasis on being A Good Follower than girls, while female managers also attach more importance to being A Good Follower and Following Company Policies Without Question than do their male counterparts. All four student groups

also perceive that these two traits are more important than do either the employees or the managers.

13. Both COE/SOE students and future teachers are more Ambitious than employees, and COE/SOE students are more Ambitious than BOE students. Future teachers are also more ambitious than either high school teachers or teacher educators.

Yet there were no other significant differences on the trait of Ambition between and among the groups on the data breakout between the sexes, including those comparisons that paired female employees with male managers, or female and male employees, managers, students or teachers.

14. All four student groups are apparently Willing to Start at the Bottom, based on significant mean scores when compared with employees, but neither the office workers nor any of the teacher groups responded likewise.

Along occupational and sex lines, differences on this perception also occurred between female students and employees, and between girl students and their women teachers.

15. Future teachers are more Persuasive than high school teachers, and more Ambitious as well; while teacher educators, as compared to high school teachers, place more emphasis on Listening to People's Opinions and being Persuasive, and are more Challenged by Difficult Jobs.

16. There are few significant differences between the two sexes on perceptions, aspirations and needs; based on comparisons

within occupations but across sex lines, including comparing female with male employees, and female and male managers, students and teachers.

17. Maturity and/or occupational competence may account for the many significant differences evidenced between responses of the same sex but across occupational lines. This conclusion is supported by evidence from comparisons conducted between female employees and students, female employees and teachers, together with those conducted between female students and their female teachers.

18. Of the 6 factors and 24 characteristics used in the comparisons conducted between the office employees and 8 groups that consisted of managers, students and teachers, the BOE students differed most from employees, followed by SOE students and then future teachers.

Since the questionnaire for teachers began with the statement, "If I were teaching students to work in an office, I would tell them to expect. . .," it can be concluded that future teachers may lack knowledge about the perceptions, aspirations and needs of office employees in the current work scene.

19. Comparing the average mean scores of female and male students with their adult occupational counterparts--female employees and male managers--a reverse perception pattern emerged: Female students are more Self-Confident and less interested in being Good Followers than the boys; but on the work scene, the women are more

apt to be Good Followers and Good at Following Instructions. Nevertheless, women at work continue to hold a small margin over their male managers in the area of Self-Confidence.

20. Because 85 percent of future teachers in this study live in small towns (less than 5,000), the possibility of community size as a variable is recognized as a factor in the responses of this group.

21. Office employees ranked Leadership/Upward Mobility traits in the upper 50 percent on 8 of 11 leadership traits and the upper third on 3 of these 8, yet they may not be aware of the importance to leaders of such characteristics as Listening to People's Opinions, or being Persuasive. Nor may female managers understand that knowing how a company operates, both formally and informally (Aware of Interdepartmental Relationships) purported to be an upward-mobility trait, is worth cultivating. Female employees differed from male managers on the first two traits, and female managers differed from male managers on the latter.

This data reinforces the studies conducted by Hennig and Jardin (1977), with more than 3,000 female and male managerial aspirants and currently employed supervisors, in that women in general seem less aware than men of the "old-boy network"--the informal company structure in which men have typically learned how to operate.

22. When comparing mean score responses with office personnel, on the six factors plus the 24 characteristics, teacher educators appeared to be the most enlightened on all areas of perceptions,

aspirations and needs of office employees in the current work environment than any of the 8 groups, including the viewpoints of managers.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are presented:

1. Both female and male managers should be made aware of the upward mobility and leadership tendencies of many subordinates, and go beyond giving lip service to Affirmative Action guidelines; rather, they should work positively toward fully implementing in-service training programs, and make known advancement opportunities available, seeking out those workers employed in office occupations who have management potential.

2. Employers should consider carefully the advantages of hiring applicants who have participated in the Cooperative Office Experience (COE) program, based on the fact that these students appear to have more realistic perceptions of the office environment, including identifying their potential aspirations and needs in terms of opportunities available via office occupations.

3. It is apparent that the simulated plan can, in fact, duplicate the COE program in providing realistic experiences directed toward developing more accurate perceptions of the office environment, together with helping students identify individual needs and aspirations.

This recommendation is based on the statistical study, plus the classroom action program (described in Chapter V), where significant differences were apparent in students' responses to the long-range goal plan, following a structured program of inservice training and individual counseling.

4. Teacher-administrators of Simulated Office Experience (SOE) programs are advised to keep in close contact with the business community in terms of interpreting via simulated model office programs those perceptions of the office environment which are most realistic to current practices.

5. High school teachers of Business and Office Education (BOE) classes, as well as those who administer the capstone programs, are advised to keep in close contact with the business community and with current readings on the office environment (technology, practices and worker perceptions and needs), in order to transmit essential information to students.

6. All teachers--high school, teacher educators and future teachers--are advised to keep updated on current trends regarding women in business, including upward mobility tendencies and work patterns for women, and to transmit this information to all students.

7. While it appears important to continue developing speedy and accurate office skills for those students enrolled in office occupations classes and programs, attention should also be directed toward providing opportunities for students to develop realistic perceptions and self-identification in related areas, including:

Awareness of those characteristics unique to leaders; awareness of the interdependence of departments and how people function therein, with attention directed away from the importance of being Friendly, Pleasant, and Polite, and directed toward how office "power games" operate; individual needs and aspirations and how to meet these within the business environment, as opposed to how individuals should seek adaptation to that environment; and how office occupations can provide security, where that is the overriding individual need.

8. The wide gap apparent between the responses of female students and their female teachers may convince all teachers that more emphasis should be placed--via both classroom teaching and informal counseling--on preparing female students particularly about what to expect in the work world in terms of both self-actualization and upward mobility tendencies, on a personal life-career plan level, and on seeking company opportunities.

9. Along with personality and character development, there seems to be hard evidence that more effort should be made to inform females particularly about the economic necessity of working and planning to meet life-career needs; to develop those career plans with self-interests in mind as well as opportunities for service and self-actualization; and to seek understanding of the total business environment in its interdependent functions and power games.

10. Because it cannot be assumed that future teachers from small towns have realistic perceptions of the current office environment in population centers over 10,000, effort should be made to acquaint all future teachers with the problems of urban centers. Even if these teachers choose to teach in small towns they should be oriented to the life styles of people living and working in metropolitan communities, since their students--future office employees and managers--are more likely to find employment and promotion opportunities particularly in the urban centers.

11. Future teachers enrolled in teacher training programs should be exposed to capstone experiences wherein they must function as employees, managers, and/or as teacher-administrators of cooperative and simulated programs.

12. Teacher educators should provide on-site business observations and/or internship experiences whereby future teachers can be exposed to realistic perceptions, aspirations and needs of workers and the office environment in order to transmit essential information and experiences to future students enrolled in office occupations.

13. Future teachers should have opportunities to work with high school students in informal counseling situations as well as in student teaching situations; and further, they should be guided by teacher educators and supervising teachers about what information is pertinent in the current work environment beyond that strictly related to building speedy office skills and enriching business content knowledge.

Recommendations for Further Study

The results of this study suggest problems that warrant investigation based on carefully controlled research, whether through formal research or classroom action projects. It is recommended, therefore, that:

1. A similar study be conducted, with post-secondary students included in the population sample.

2. A similar study be conducted elsewhere in the country, including analyses of a broader geographic sample, and/or one of national scope.

3. A similar study be conducted in the same locale after several semesters or years have passed; and/or a study that is longitudinal in nature. That is, the same companies and the same high schools and teacher training institutions could be used in the population sample. However, this approach would not preclude the fact that personnel in the three sub-sets might have been replaced by others.

4. Classroom action research projects be devised according to local or state needs, based on the instruments developed for this study, including the Goal Plan and Sense-ational Long-Range Goal Plan. This type of controlled but informal study would be particularly appropriate for use with Simulated Office Experience (SOE) programs; and the research design might include a pre- and post-administration of the same group, or a comparison of several SOE programs.

5. A study be conducted that includes employer opinions of workers entering office employment who are graduates of various types of business education programs. This could include Cooperative Office Experience (COE), Simulated Office Experience (SOE), both (COE/SOE) or neither. An additional dimension might also include students who had had little or no training in business education who were employed in office positions. Other variables could also include scholarship and extra-curricular activities of students.

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Appendix A

Questionnaire Instruments (4)
Office Employees
Office Supervisors
High School Students
Teachers

QUESTIONNAIRE FOR OFFICE EMPLOYEES

1. JOB TITLE:_____ 2. SEX:__FEMALE__MALE

3. AGE RANGE: (check one)

_____(1) 18-24
_____(2) 25-29
_____(3) 30-35
_____(4) 36-45
(5) Over 45

4. HOW LONG HAVE YOU WORKED IN THE ABOVE-NAMED POSITION?_____

5. TYPE OF COMPANY: (check one)

_____(1) bank or financial
_____(2) construction or mfg.
_____(3) government
_____(4) hotel/motel
_____(5) insurance, real estate
_____(6) legal
_____(7) medical
_____(8) oil or related
_____(9) retail/distributor
____(10) utility

6. COMMUNITY SIZE: (check one)

_____(1) less than 1,000
_____(2) 1,000-5,000
_____(3) 5,000-10,000
_____(4) 10,000-20,000
_____(5) 20,000-75,000
_____(6) over 75,000

CONFIDENTIAL OPINIONS
(No right or wrong answers)

	(Circle best choice) SD	D		A	SA*
I. IN OFFICE WORK, I EXPECT...					
1. to be on time, no matter how efficient I am.	1	2	3	4	5
2. to do my work even if the other employees are visiting.	1	2	3	4	5
3. to help other employees on job duty deadlines.	1	2	3	4	5
4. that acceptance by my co-workers would be less important (to me) than succeeding on the job.	1	2	3	4	5
5. that "what" I know is more important in being promoted, than "who" I know.	1	2	3	4	5
6. the boss would frown on letting me off work for something like a hair appointment or a friend's wedding.	1	2	3	4	5

*SD = Strongly Disagree
D = Disagree
SA = Strongly Agree
A = Agree

7.	to put up with disturbing personal habits in a co-worker, so long as she was efficient on her job.	1	2	3	4	5
8.	it would make no difference to me whether or not I met interesting people on the job.	1	2	3	4	5
9.	that the more the boss depended on me, the harder I would work.	1	2	3	4	5
10.	that an attractive office would not matter.	1	2	3	4	5
11.	I would dread going to work if my skills were not very good.	1	2	3	4	5
12.	that if I enjoy my work it won't matter if my co-workers are not a lot of fun.	1	2	3	4	5
13.	I would have to find out a lot of things on my own.	1	2	3	4	5
14.	that personal telephone calls would be forbidden except in an emergency.	1	2	3	4	5
15.	That the boss would fire me if I were absent often.	1	2	3	4	5
16.	there is no reason for a company to have social activities because we are there to work--not have a good time together.	1	2	3	4	5
17.	to type a lot of forms and reports if I were a typist.	1	2	3	4	5
18.	that the filing system where I was hired might need re-doing.	1	2	3	4	5
19.	in a bookkeeping job I would need good handwriting skills.	1	2	3	4	5
20.	the boss would not always dictate in correct sentences or use the right punctuation.	1	2	3	4	5
21.	that the accounting department would be using data processing or computerized equipment.	1	2	3	4	5
22.	to do non-clerical work, such as: run errands, serve coffee, rearrange furniture, and dust.	1	2	3	4	5
23.	the Word Processing equipment (machine transcription, automatic typewriters, etc.) would be used.	1	2	3	4	5

24.	it would be easier to change jobs within one company than to change companies (EXAMPLE: from clerk to Word Processor in an Insurance Company compared to changing from clerk in an Insurance Company to clerk in a Manufacturing Company.	1	2	3	4	5
25.	to make a good salary	1	2	3	4	5
26.	that having the kind of job that would make me feel needed is less important than a challenging job.	1	2	3	4	5
27.	to be given a lot of different things to do.	1	2	3	4	5
28.	to be given the kinds of jobs I can do easily, without much thinking.	1	2	3	4	5
29.	that the job would be more interesting if I could supervise other people.	1	2	3	4	5
30.	to do the same kinds of routine work every day, rather than new and different things all the time.	1	2	3	4	5
31.	to have a chance to get ahead.	1	2	3	4	5
32.	that an attractive office would make me feel important.	1	2	3	4	5
33.	to have a chance to plan and organize my own work day, so long as I met assigned deadlines.	1	2	3	4	5
34.	that the office manager would be too busy to answer all my questions.	1	2	3	4	5
35.	to have the kind of work to do that would make me feel important.	1	2	3	4	5
36.	that if I made a bad mistake and no one could find out who was responsible I would keep quiet about it.	1	2	3	4	5
37.	that my job would make me well respected in the community.	1	2	3	4	5
38.	that the office manager (not me) would suggest ways to improve the work system.	1	2	3	4	5

39. to complain about unfair practices, because things can be changed. 1 2 3 4 5

40. the office manager would decide things without asking my opinion. 1 2 3 4 5

II. IF YOU WERE APPLYING FOR AN OFFICE JOB, WHAT WOULD YOU LIKE TO HAVE SAID ABOUT YOU IN A LETTER OF RECOMMENDATION? (Your opinion--no right-wrong)

DIRECTIONS: Using the enclosed packet of squares listing recommendation phrases...

(a) Sort them into three stacks under the headings, "Most Important" "Average Important," and "Least Important." Divide the phrases into fairly equal piles.

(b) Consider the phrases in each stack separately, and sort them into 1, 2, 3, (etc.) rank order of importance to YOU.

(c) Record the phrases in rank order, using the code letters at the bottom of each box. Use the score sheet (below) to list the letters in order of importance to YOU.

II. SCORE SHEET...after sorting all squares, list them by code letter in rank order below:

1____	13____
2____	14____
3____	15____
4____	16____
5____	17____
6____	18____
7____	19____
8____	20____
9____	21____
10____	22____
11____	23____
12____	24____

MOST IMPORTANT	AVERAGE IMPORTANT	LEAST IMPORTANT			
FRIENDLY H	CHALLENGED BY DIFFICULT JOBS V	FOLLOWS COMPANY POLICIES WITHOUT QUESTIONS X	ATTRACTIVE P	LIKES TO SUPERVISE PEOPLE S	HAS SPEEDY OFFICE SKILLS U
AMBITIOUS Z	WILLING TO START AT BOTTOM B	SELF-CONFIDENT G	POLITE Y	QUIETLY PRODUCTIVE WITH ASSIGNMENTS D	GOOD AT PLANNING AND ORGANIZING F
PLEASANT TO BE AROUND A	LISTENS TO OPINIONS OF OTHER PEOPLE C	A GOOD FOLLOWER T	LIKES TO MAKE DECISIONS W	GOOD AT DETAILED ROUTINE Q	PERSUASIVE M
AWARE OF INTER-DEPARTMENTAL RELATIONSHIPS R	FOLLOWS INSTRUCTIONS WELL K	POISED DURING CIRSES L	BUSINESSLIKE O	MAKES SUGGESTIONS FOR IMPROVEMENT J	WELL-LIKED BY CO-WORKERS N

QUESTIONNAIRE FOR OFFICE SUPERVISORS

1. JOB TITLE:_____ 2. SEX:____FEMALE____MALE

3. AGE RANGE: (check one)

____(1) 18-24 ____(3) 30-35
____(2) 25-29 ____(4) 36-45 ____(5) over 45

4. HOW LONG HAVE YOU WORKED IN THE ABOVE-NAMED POSITION?_____

5. TYPE OF COMPANY: (check one)

____(1) bank or financial ____(6) legal
____(2) construction or mfg. ____(7) medical
____(3) government ____(8) oil or related
____(4) hotel/motel ____(9) retail/distributor
____(5) insurance/real estate ____(10) utility

6. COMMUNITY SIZE: (check one)

____(1) less than 1,000 ____(3) 5,000-10,000 ____(5) 20,000-75,000
____(2) 1,000-5,000 ____(4) 10,000-20,000 ____(6) over 75,000

CONFIDENTIAL OPINIONS
(No right or wrong answers)

(Circle best choice)

I. IF I WERE SUPERVISING EMPLOYEES IN AN OFFICE, I WOULD EXPECT THEM...	SD	D	A	SA*
1. to be on time, no matter how efficient they are.	1	2	3	3 5

ETC.

QUESTIONNAIRE FOR STUDENTS

1. TYPE OF CLASS:_____ 2. SEX: ____FEMALE____MALE

3. AGE:____

4. HAVE YOU USED THE LESTER-HILL MODEL OFFICE SIMULATION? ____YES ____NO

5. HAVE YOU EVER BEEN ENROLLED IN A COOPERATIVE EXPERIENCE WORK COURSE?

____YES ____NO

6. COMMUNITY SIZE: (check one)

____(1) less than 1,000	____(3) 5,000-10,000	____(5) 20,000-75,000
____(2) 1,000-5,000	____(4) 10,000-20,000	____(6) over 75,000

CONFIDENTIAL OPINIONS
(No right or wrong answers)

	(Circle best choice)				
I. IF I WERE WORKING IN AN OFFICE, I WOULD EXPECT...	SD	D	A	DA*	
1. to be on time, no matter how efficient I am.	1	2	3	4	5

ETC.

QUESTIONNAIRE FOR TEACHERS

1. STATE EMPLOYED:_____ (OR ENROLLED) 2. SEX:____FEMALE____MALE

3. AGE RANGE: (check one)

____(1) 18-24
____(2) 25-29
____(3) 30-35
____(4) 36-45
____(5) over 45

4. COMMUNITY SIZE: (check one)

____(1) less than 1,000
____(2) 1,000-5,000
____(3) 5,000-10,000
____(4) 10,000-20,000
____(5) 20,000-75,000
____(6) over 75,000

CONFIDENTIAL OPINIONS
(No right or wrong answers)

I. IF I WERE TEACHING STUDENTS TO WORK IN AN OFFICE, I WOULD TELL THEM TO EXPECT...	(Circle best choice) SD	D	A	SA*
1. to be on time, no matter how efficient they are.	1	2	3	4 5

ETC.

Appendix B

Classroom Action Research Instruments

Goal Survey

Sense-ational Long-Range Goal Plan

GOAL SURVEY

(To be administered by a "management consultant"* at the first debriefing session, end of Trail-Run Week. Retained by the executive and used again during the exit interview. Comparisons are made between responses of trainees prior to their STENOWRITE work experiences and their responses in the post-situation.)

NAME:_____ DATE:_____

1. State your occupational goal 10 years from now. State the goal in specific words:

   a. In 10 years I hope to be employed as a_____

      in (type of company or organization)_____

      in (geographical location)_____

      in a city or small town_____

   b. The Positive Forces (Strengths) I have in helping me to meet this goal are:

      (1)_____ (2)_____

      (3)_____ (4)_____

   c. The Negative Forces (Barriers) that might keep me from meeting this goal are:

      (1)_____ (2)_____

      (3)_____ (4)_____

2. If this goal is not reached, state your 2 alternative (other/different) occupational choice goals:

   If I do not attain the goal stated above, I will seek work as

   a_____

   or as a _____

*Outside educational personnel, such as a school counselor or fellow teacher.

3. If you were to remain with this company (or a corporation similar in set-up), what position would you like to be in 10 years from now?

_____

Sense-ational Long-Range Goal Plan

(To be administered during the exit interview, after trainees have held two or more jobs within the company.) This experience will not be graded. The trainees should be encouraged to say what they really think, and describe feelings (emotions, even bodily sensations) they had at different times during their work experience. The long-range goal planning sections can be based on their experiences--what they learned about themselves in relation to business and different jobs. Comparisons are made between this questionnaire and the first--Goal Survey. The trainees may take both forms with them when they leave.

NAME OF STUDENT BEING INTERVIEWED:_____DATE:____

"_____, I hope you have enjoyed your work with our company. I have viewed your work in the last _____ positions held and will be discussing this with you at the completion of this interview.

"Earlier in your work experience, _____ they asked you to fill out a GOAL SURVEY. At this time, I would like to ask you the same questions asked at that time.

"Based on your experience with your _____ positions in this company, I will ask you the following questions. You will be asked some additional things regarding your feelings and sensations experienced during your work experience.

"Do you have any questions before beginning? (pause)
Here are the questions: (comments to be written by the interviewer)

1. "State your occupational goal 10 years from now. State the goal in specific words:"

   a. In 10 years I hope to be employed as a _____

      in (type of company or organization)_____

      in (geographic location)_____

      in city or small town_____

   b. The Positive Forces (Strengths) I have in helping me to meet this goal are:

      (1)_____ (2)_____

      (3)_____ (4)_____

c. The Negative Forces (Barriers) that might keep me from meeting this goal are:

(1)_____ (2)_____

(3)_____ (4)_____

2. "If this goal is not reached, state your 2 alternative (other/different) occupational choice goals:"

(1)_____ (2)_____

3. "After holding 2 or more positions with this company (or a corporation similar in set-up), what position--IF ANY--would you like to be in 10 years from now?

If you do not want to work for us, what would you like to be doing?"

_____

4. "The following questions are to help you think about your feelings, your emotions, and even your "bodily sensations"* while you were working for this company, so think carefully before answering. Please answer honestly, as this questionnaire will be used for no other purpose than to give to YOU, so you can see what differences--if any--there are between your thoughts about yourself, your possible career, and what you want to be doing 10 years from now. The more honest you are, the more you will learn ABOUT YOURSELF!"

*Example of 'bodily sensations': "If you were at some time in a play or had to speak before a group, did you experience 'butterflies in your stomach'? Did your palms get moist? Think about the times you've been happily excited about something--Christmas, a party--and how did you feel? Did your heart race? Your pulse start beating faster? All of these are examples of 'bodily sensations,' which in turn are clues to whether we are emotionally affected by an event or experience." (Encourage the respondent to think carefully about possible times when physical manifestations could be clues to emotional reactions.)

a. I felt good about myself in STENOWRITE when I was (use an action word, a verb, and not a noun or a job title)...

_____

(1) My sensations/feelings (and bodily reactions) during this experience were..._____

(2) From this experience I learned that I ..._____

_____

(3) I also realized that I..._____

_____

(4) I was pleased that I (can be a different experience)...

_____

(5) And now I wonder if I..._____

_____

5. "The following questions are brief. But think carefully how you answer them:

   a. State the 4 things you want most in your occupational life:"

   (1)_____ (2)_____

   (3)_____ (4)_____

   b. "What are you doing RIGHT NOW--actions in the process of being taken--that are related to each of the above 4 things. Name 3 things. Are these actions consistent with your goals:"

   _____ Consistent with goals? YES___NO___

   _____ Consistent with goals? YES___NO___

   _____ Consistent with goals? YES___NO___

6. "In light of all the above, what is your NEXT ACTION in trying to reach your 10-year goal?" (This summer, next fall, etc.)

7. "I am going to hand this form to you now, and ask you to rank the following statements in order of importance TO YOU, marking items from 1-18, in relation to every other item. You may want to use a pencil, in case you change your mind and want to erase. Do you have any questions about this last activity?"

I. INSTRUCTIONS TO THE INTERVIEWEE: Rank the below items from 1-18, in order of what is most important to you in a job. Remember that NO1 is the MOST IMPORTANT.

_____ABILITY UTILIZATION: I could do something that uses my abilities.

_____ACHIEVEMENT: The job would give me a feeling of accomplishment.

_____ACTIVITY: I could be busy all of the time.

_____ADVANCEMENT: The job would provide opportunity for advancement.

_____AUTHORITY: I could tell people what to do. Also self-responsible.

_____CO-WORKERS: My co-workers would be easy to make friends with.

_____CREATIVITY: I could try out some of my own ideas.

_____INDEPENDENCE: I could work alone on the job.

_____MORAL VALUES: I could do the work assigned without feeling that it is in conflict with (disagrees with) my values.

_____RECOGNITION: I could get recognition for the work I do.

_____RESPONSIBILITY: I could make decisions on my own.

_____SECURITY: The job would provide for steady employment.

_____SOCIAL SERVICE: I could do things for other people.

_____SOCIAL STATUS: I could be "somebody" in the community.

_____SUPERVISION-HUMAN RELATIONS: The management/supervisors would back up the employees and would train them well, and be open to suggestions, and simply "know that I'm alive and a human being with feelings."

_____VARIETY: I could do something different every day.

_____WORKING CONDITIONS: The job would have pleasant surroundings.

_____SALARY: The wages would be enough to live on, plus a little to save and spend on fun.

II. TO THE INTERVIEWEE: Now look back at the top 6 items (Nos., as you checked them off, from 1 through 6). Circle these. Look at them closely, in comparison to each other. Do they tell you something about yourself--that you already knew, or are you surprised?

COMMENTS ABOUT THE ABOVE 6 TOP ITEMS:_____

_____

_____

III. TO THE INTERVIEWEE: Did you hold a position in this company that met any of the above (top 6 items) YES___NO___ If yes, which one?_____

If no, was there a job you would like to have held, but didn't?

_____

Which job that you held did you like best?_____

WHY?_____

Which job did you dislike most (that you had, or never applied for?)_____

Why did you dislike it?_____

Appendix C

Cover Letters
High School Teachers
Teacher Educators
Office Personnel

DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
BUSINESS EDUCATION
DISTRIBUTIVE EDUCATION
HOME ECONOMICS EDUCATION
INDUSTRIAL EDUCATION

OFFICE ADMINISTRATION
TRADE AND INDUSTRIAL EDUCATION
VOCATIONAL AGRICULTURE EDUCATION
VOCATIONAL STUDIES

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
UNIVERSITY STATION, BOX 3374
LARAMIE, WYOMING 82071

April 5, 1976

Dear

Thank you for agreeing to participate in the survey of "Office Employment Perceptions," in progress at the University of Wyoming. The contibution you and your students can make to this study are important. Your data will be collectively summarized with other high school teachers and secondary students in a two-state area, and will be compared with the following groups:

1. office employees
2. managers/owners
3. teacher educators
4. preservice (methods) students

As indicated on the enclosed questionnaires, there are no right/wrong answers. Opinions and "first-thought" responses are anticipated.

Please distribute and administer the instruments, including the Q-sort activity, in a class period. To assure anonymity and confidentiality, please do not have the students sign their names. Moreover, if you collect and bundle them together during a class period, your students will be assured of your not "checking up on them!" Return your questionnaire along with theirs in the enclosed addressed envelope.

If you wish to have a copy of the study results, a report should be available during the early fall (1977). A self-addressed envelope enclosed with your returned questionnaires is all you need do to assure yourself of receiving a report summary. Again, I do thank you for agreeing to respond.

Cordially yours

Olive Church, Ph. D.
Associate Professor

OC/ks

Enclosures: Questionnaire for teacher
Questionnaires for students
Return envelope

DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
BUSINESS EDUCATION
DISTRIBUTIVE EDUCATION
HOME ECONOMICS EDUCATION
INDUSTRIAL EDUCATION

OFFICE ADMINISTRATION
TRADE AND INDUSTRIAL EDUCATION
VOCATIONAL AGRICULTURE EDUCATION
VOCATIONAL STUDIES

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
UNIVERSITY STATION, BOX 3374
LARAMIE, WYOMING 82071

April 5, 1976

Dear

Thank you for agreeing to participate in the survey of "Office Employment Perceptions," in progress at the University of Wyoming. The contibution you and your methods students can make to this study are important. Your data will be collectively summarized with teacher educators and pre-service teachers from eight states and will be compared with the following groups:

1. high school teachers
2. high school students
3. office employees
4. managers/owners

As indicated on the enclosed questionnaires, there are no right/wrong answers. Opinions and "first-thought" responses are anticipated.

Please distribute and administer the instruments, including the Q-sort activity, in a class period. To assure anonymity and confidentiality, please do not have the students sign their names. Moreover, if you collect and bundle them together during a class period, your students will be assured of your not "checking up on them!" Return your questionnaire along with theirs in the enclosed addressed envelope.

If you wish to have a copy of the study results, a report should be available during the early fall (1977). A self-addressed envelope enclosed with your returned questionnaires is all you need do to assure yourself of receiving a report summary. Again, I do thank you for agreeing to respond.

Cordially yours

Olive Church, Ph. D.
Associate Professor

OC/ks

Enclosures: Questionnaire for teacher-educator
Questionnaires for methods students
Return envelope

DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
BUSINESS EDUCATION
DISTRIBUTIVE EDUCATION
HOME ECONOMICS EDUCATION
INDUSTRIAL EDUCATION

OFFICE ADMINISTRATION
TRADE AND INDUSTRIAL EDUCATION
VOCATIONAL AGRICULTURE EDUCATION
VOCATIONAL STUDIES

THE UNIVERSITY OF WYOMING
COLLEGE OF EDUCATION
UNIVERSITY STATION, BOX 3374
LARAMIE, WYOMING 82071

May 5, 1976

Dear

Thank you for agreeing to participate in the "Survey of Office Employee Perceptions," conducted at the University of Wyoming. The contributions you and your three office employees will make to this study are crucial. Teacher-educators and their students--who are now learning to be teachers--in seven states are included in the project; as well as high school students and their teachers in both Colorado and Wyoming.

As indicated on the enclosed questionnaires, there are no right/wrong answers. As a matter of fact, we will use the data as collected and summarized from your group (supervisors/employees) as the criteria against which all other groups shall be compared. Your perceptions of office work and the environment and practices which occur therein shall, in effect, be the "right" answers.

Please distribute the employee questionnaires to each of three people under your supervision, and use the supervisor's copy for yourself. A stamped-self-addressed return envelope is included for each of you to return the questionnaires. Employees should submit their questionnaires individually, without fear of their supervisor seeing the data as they list it. Please, therefore, assure them of complete confidentiality. Data will be summarized collectively, and no one will ever know how they responded.

Should you wish to have the results of the study mailed to you, a report should be available during the early fall. A stamped self-addressed envelope included with your returned questionnaire is all you need to do to assure yourself of receiving a summary of the final report. Again, I do wish to thank you for agreeing to respond to this study.

Cordially yours

Olive Church, Ph.D.
Associate Professor, Coordinator
Business Education & Office
Administration Programs

OC/ks

Enclosures - 1 questionnaire for supervisor (yourself)
3 questionnaires for your office staff
4 stamped, self-addressed envelopes for returning

Appendix D

University of Wyoming

WORK EXPERIENCE OBJECTIVES

Upon completion of the work experience in the mock corporation program the employee will be able to...

1. demonstrate poise and confidence during the application and exit interview, and throughout the work experience in dealing with people,

2. complete mailable client orders and intra-company correspondence, reports, and forms that require integrating various office skills and knowledge,

3. Demonstrate tact, patience, cooperation, and other human relations skills during interaction with fellow employees, supervisors, subordinates, and clients; as evidenced from various evaluation reports and records,

4. demonstrate the willingness to make suggestions and decisions regarding office procedures; evidenced by participating in company meetings and on reports submitted by self, fellow workers and supervisors,

5. demonstrate the ability to implement decisions and suggestions regarding business operations when they have been accepted by management and/or the group as logical and worthy of consideration,

6. list the one or two positions s/he is most interested in pursuing and explain what has led to this tentative decision,

7. list the one or two positions s/he is least interested in pursuing and explain what factors have contributed to this tentative decision,

8. describe how work flows into the company from the outside world and explain why it is important for each step and form to be used in the manner most frequently used; and explain what happens to that job or report after it leaves the office,

9. draw, illustrate, describe, or act out the flow charts that relate to each position s/he has held and explain the significance of flow charts to be actual work,

10. draw, illustrate, describe, or act out the organization chart used in the company operation, and explain the relationships of each worker to every other worker in an interdependent business operation such as this one,

11. demonstrate appropriate telephone and personal contact techniques with customers, related businesses, and suppliers; as evidenced by contingency and other evaluation reports,

12. show the willingness to accept constructive evaluation from management by responding with improved work habits, actively producing more careful work, or by focusing observable attention on human relations skills,

13. Project achievable objectives for each new position and evaluate self and work at the completion of each position with reasonable accuracy and honesty,

14. Develop a (tentative) long-range career plan.